ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002596	N.A.	N A.	

4. AUTHOR(S): San Juan Unified School District, Carmichael, California

5. TITLE OF DOCUMENT ABSTRACTED:

Developmental Reading and Enrichment Guide

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. San Juan Unified
School District,
ST. Carmichael, Calif.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
San Juan Unified School District
Carmichael, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A	N.A.	1963-64	132

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Curriculum Guide

16. INDEXING TERMS (6-12)

reading skills	curriculum	teacher education		
language arts	phonetics	elementary education		
language enrichment	literature			

17. ABSTRACT (MAX. 250 WORDS)

Methods and skills to be developed in the reading programs for grades one through twelve are tested. Eleven basic skills are considered, including reading for a purpose and following a sequence of events. Phonetics and word analysis for kindergarten include consonants, rhymes, vowels, and language activities. Such skills, in addition to writing, simple outlining, and reading comprehension, should be reinforced in the first and second grades. Reading skills should be extended in the third grade to include accents and syllabification. An overview for the fourth through sixth grades includes reinforcement of previously learned skills and the introduction of dictionary usage, history of the language, and letter- writing. In the seventh and eighth grades, students should be encouraged to read thoughtfully, listen intelligently, express themselves effectively, and think critically. Individual reading is stressed and diagnostic chart reading methods are included.

A coordinated program for the academically able student includes activities, games, and methods to help extend reading experiences. Two bibliographies are appended -- one for the teacher's use, and one to be distributed to pupils.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health,
Education, and Welfare
Office of Education

ERIC Form 1

TD

READING
development and enrichment
GUIDE

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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DEVELOPMENTAL READING AND ENRICHMENT GUIDE

SAN JUAN UNIFIED SCHOOL DISTRICT
Carmichael, California

1963-64

This enrichment guide reflects the thought of many individuals, not only in our District, but nation-wide. It has been developed during the 1961-62 and 1962-63 school years. The District Reading Steering Committee reviewed this material.

Marilyn Cosad
Betsy Davis
Tom Dunlap
Melvin Ponta
Marie Goddard
Chifumi Kojima
James Lindsey
Marion Faustman, Chairman

The material was field-tested in the following schools:

Arlington Heights
Central
Eastern
Grand Oaks
Green Oaks
Northridge
Palisades
Sierra Oaks

Any materials, in order to remain vital and to reflect modern research and methods, should be under constant review. Your suggestions for additions and changes in this material would be welcome. Please send these suggestions to:

Marion Faustman
Coordinator of Reading and Gifted Programs

Part I

Introduction to Overview of Reading

Sometimes all the phases of the reading program remind one of the poem about the centipede--it is hard to know which phase to put first; however, it is not a matter of first or last, but rather the needs of the child in attacking new words, and comprehending what he is reading.

A CENTIPEDE

A centipede was happy quite,
Until a frog in fun
Said, "Pray, which leg comes after which?"
This raised her mind to such a pitch,
She lay distracted in a ditch,
Considering how to run.

--Unknown

The following pages review the phonetic skills found in the Ginn and the Allyn & Bacon State Series. It is important that a child not skip phases of the reading development when he is advanced above his grade. These developments are placed on a continuum to enable the teacher to analyze the child's errors, and give necessary help regardless of the grade level. The child should be tested for needed skills and his reading constantly evaluated by the alert teacher. It is possible for a child to sight read one to two or more grades above grade level, and yet not have the necessary tools to attack new words when he finds them. It is for this reason this section was added to the book, to help with the gaining of reading skills when a child is on an accelerated basis. The child may be tested for the skills outlined, and skills may be taught as the child shows need for them.

SAN JUAN UNIFIED SCHOOL DISTRICT

READING PROGRAM

The San Juan Unified School District has a reading program based on five general principles:

1. The child should be taught to read to his capacity.

2. He needs to develop the ability to do critical thinking and thoughtful analysis.

3. Interests should be widened through reading.

4. The child needs to become strongly motivated to read books of lasting value.

5. The child applies what he has learned to other areas of the curriculum.

The child is sent as rapidly as he is able through a logical sequential development of reading skills, and concentrated effort is made to increase the ability to express original thought, creativity, and critical thinking. An effort is made to individualize instruction in order that each child be taught on his level, with his particular problems in mind.

The District basic text is the Ginn series with Allyn & Bacon as co-basic, kindergarten through 6th grades. For 7th and 8th grades the State has adopted books from Harcourt Brace, D. C. Heath, and Laidlaw Brothers. This forms the backbone of the developmental program. Books in other basic texts are also used: Scott Foresman, Houghton-Mifflin, Row-Peterson, American Book, and so on. Books in many series not only raise the vocabulary level but the interest level as well.

Children in the San Juan District study the classics in the original as soon as they are able to master them. These should be available in school libraries, the county library as well as local libraries. These books help not only to develop an appreciation of our cultural heritage, but help children attain skill in analyzing situations, comparing styles, tracing development of character and enlarging ideas.

A small percentage of the children need corrective reading, and this is done in the classroom, with the teacher in very small groups of two to three children, or the child is taught individually during the day. Although remedial readers are also helped in small groups or individually, these children need more concentrated attention, and reading centers for every three schools, depending on needs, have been planned.

READING GUIDE FOR GRADES K THROUGH 8TH

The development of good readers is a continual process which begins in the primary grades and continues throughout all grades through high school. Systematic instruction at all grade levels in which attention is given to improving reading techniques is necessary to develop good readers.

The following are among the basic reading skills or habits which should be developed in the elementary school. Well developed reading skills are fundamental for success in all subjects at all grade levels.

1. Practice in reading for a definite purpose
2. Skimming to find the answer to a problem
3. Doing research, organizing and weighing facts
4. Reading to follow a sequence of events
5. Reading to find the central thought in a paragraph
6. Reading for pleasure
7. Critical reading
8. Learning to recognize propaganda in written material
9. Drawing conclusions from facts presented
10. Reading to widen interests
11. Practice in outlining

Phonics is but one good method of word attack and should be taught when needed to help the child say a word. It should not be taught as a foreign language divorced from either reading or spelling. The child also needs the following learning in all grade levels.

1. Configuration clues (Do not overdo!) grade 1
2. Structural analysis (root word and additions) grades 1 - 12
3. Word meanings, grades 1 - 12
4. Word concepts (Background experience for generalizations) grades 1 - 12
5. Content clues, grades 1 - 12
6. Scrutinize left to right serial, first and in other grades when needed
7. Visual and kinesthetic approach, grades 1 - 3, and remedial
8. The child who is unable to hear sounds may need visual, kinesthetic, and contextual approach almost exclusively.
9. Sight words, grades 1 - 12
10. Recognition of similarities in words

Indications the child understands what he reads

1. Read in phrases and sentences
2. Read with expression
3. Read to understand what is read
4. Use discrimination in selecting reading materials
5. Recognize the story problems or plot structure
6. Recognize emotional reactions (living the story)
7. Form and react to sensory image
8. Achieve oral interpretation
9. Perceive relationships between ideas, events, and stories
10. Integrate ideas

11. Summarize and organize for purpose of remembering
12. Determine implied meanings
13. Acquire dictionary skills
14. Acquire skills in doing research
15. Establish desirable attitudes and habits
16. Identify capitalized and uncapitalized words
17. Recognize ways sentences and paragraphs are put together
18. Recognize functions of words and be able to use them correctly

Improve listening skills. Good listeners make good readers.

1. Purposeful, accurate listening
    a. For directions, answers to questions
2. Critical listening
    a. Weigh values
    b. Distinguish between fact and fiction
3. Appreciative listening
    a. Enjoyment of stories, poetry
4. Creative listening
    a. Imagination is stirred

Improve writing skills. Writing improves reading. One good technique, among many, is to help a child improve his reading by having him read back what he writes--particularly creative writing.

1. Writing a good phrase, sentence, paragraph
2. Writing one, two, or several paragraphs on a theme
3. Writing a review of a good story or a book report
4. Writing an original phrase, sentence, paragraph, story and/or poem
5. Learning to write interesting, friendly letters
6. Learning to write clear business letters
7. Learning to write memos and lists

IMPORTANT

The grade level expectations as outlined in this study are only suggested for a fairly small group of "average" children. We must always review what has gone on before. If the group has been slow to mature, or lost out for some other reason, introduce that which might have been taught at an earlier grade level. Conversely, the "upper" group will conceivably go beyond the grade level expectation. Be sure this group is well-grounded in the developmental aspect of the reading program at the present level before going on. It is necessary that the teacher have a clear view of all levels, those above and below his grade.

OVERVIEW OF PHONETIC AND WORD ANALYSIS SKILLS

KINDERGARTEN THROUGH THIRD GRADE

READING AND LANGUAGE ARTS

KINDERGARTEN

Readiness

1. Learning about the school environment and his role in this environment
2. Learning to listen to sounds, music, stories
3. Beginning appreciation of rhymes and poetry
4. Composing stories and poetry and music
5. Composing rhymes and poetry of his own
6. Drawing and painting freely, making pictures large
7. Learning to distinguish colors
8. Seeing similarities and differences
9. Noticing details
10. Working with K materials for his own needs and purposes as well as directed purposes
11. Drawing conclusions from very simple story beginnings as told or seen in pictures
12. Reading pictures for details and several pictures on a topic or story for sequence
13. Learn to express his needs
14. Learn to express what he wishes to say to the group in a clear manner
15. Learn to turn pages of the book from front to back to scan pictures
16. Learn to go from left to right
17. Learn to plan simple projects
18. Hearing similar sounds in music and words - rhyming
19. Recognizing our names
20. Noting how words start--beginning letters
21. Enunciating correctly
22. Playing singing games

If a child is already reading, the kindergarten room should include many interesting books on his reading level. He may wish to read a story to the class, to other classes, or groups. He should have the opportunity to discuss what he reads with the teacher so that she can check the reading level and determine if understanding is taking place.

If the teacher has a group of from five to eight children who are reading or about to read, she may plan to teach reading on an informal basis for twenty minutes two to three times a week, while the rest of the class engage in quiet activities during this time. The usual valuable kindergarten learnings should not be sacrificed for a reading program, but rather run concurrently with it, each program strengthening the other.

GRADE I

Kindergarten Readiness Skills reviewed and mastered

1. Learning to use books properly
2. Following directions
3. Making group experience charts
4. Making group rhymes and poetry
5. Recognizing words that begin with t, b, s, m, f, and c
6. Observing picture details for size, form, action, reversals, position (above, below, around, about, under, etc.)
7. Kinesthetic - visual activities
8. Tracing
9. Configuration clues

Pre-Primer

1. Listening for and perceiving sounds
2. Learning initial consonants c, f, g, b, s, t, m, w, r, h, g, l, d
3. Learning ending consonant sounds: t, r, p
4. Perceiving and supplying rhyming words

Development of visual discrimination
Recognizing basic sight vocabulary
Observing capital and small letters
Looking carefully and distinguishing easily confused words
Recognizing likeness and differences in words
Recognizing singular and plural forms
Kinesthetic - visual activities
Recognizing periods, exclamation marks, question marks

Primer

1. Learn initial, medial, and final consonant sounds
2. Review initial consonants and initiate p, y
3. Initiate consonant digraphs: th, wh, ch
4. Review rhyming similarities in words
5. Review ending consonants and initiate ending consonants d, m, n, k, p, t
6. Review "s" plural form in structural analysis. Recognize other plural forms.

Going Beyond: for those children who are ready

1. Increase basic vocabulary
2. Review capital and small letter forms to maintain skill
3. All letter forms of alphabet
4. Continue to work with words that are easily confused
5. Plural forms
6. Possessive forms
7. Initiate words ending in "ed"
8. Tracing - kinesthetic visual activities where needed
9. Observing closely words with similar phonetic parts
10. Verbs ending in "s" and "ed"
11. Use context clues and combination of simple phonics and context clues
12. Use simple word analysis
13. Recognize initial, medial, and final consonants

FIRST READER Levels 1 - 3

Consonants

1. Initiate initial consonants j, k, y, v, z: maintain skill in use of other initial consonants
2. Initiate medial consonants
3. Initiate ending consonants t, p, d, k, m, n
4. Initiate consonant blends: st, br, tr, dr
5. Continue to work with rhyming words--phonograms (similar phonetic parts) and rhyming endings - at, an, ale, et, ay, oys, old, ox, ate, ce, ound, ide, op, ing, old, en, ill, ink, y, ook, ust, ow

Vowels

1. Initiate long vowel sounds

Language Activities

1. Maintain skill in recognizing capital and small letter forms
2. Maintain skill in letter forms--alphabet and spelling attack
3. Continue to work with words easily confused
4. Continue to work with words of unusual configuration
5. Kinesthetic--visual activities to emphasize learning
6. Learn simple sequential development of a story for readiness in outlining

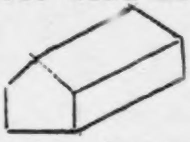
FIRST READER Levels 2 - 4

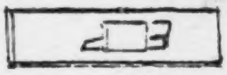
Review single consonants and introduce consonant digraphs: ch, sh, th, wh
Introduce consonant blends: bl, pl, fl, st, br, tr, dr, fr
Recognizing silent consonant--i. e., as in talk, often, low, tonight, neighbor
Maintain skill in plural forms, reintroduce "s", introduce "es"
Maintain skill in possessive forms
Compound words - such as something, handful
Maintain skill in verbs ending in "s", "ed"; introduce "d", "ed", "ing"
Use structural attack

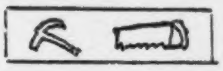
Recognizing words alike except for initial consonant
Prefixing and substituting initial consonants
Recognizing words alike except for ending consonants
Learning to use analogy in word attack
Using phonetic clues in attacking new words
Using structural analysis (change in form of words such as "ed")
Using context clues (meaning in sentence)
Using context clues to check analysis

First grade students may learn when ready:

1. Simple Outlining:
   Where word is not known, picture may be substituted, i. e.:

   I.  (house)

      a.  (plans)

      b.  (tools)

2. Write original stories--perhaps starting with words and phrases (describing weekend or class activities, finishing story, etc.)
3. Recognize complete thought to make a sentence.
4. Learn to use an index.
5. Learn to put words in categories.
6. Spell words needed in stories and social studies.
7. Plan and carry through a project.
8. Draw logical conclusions from a given set of facts.
9. Make own generalizations after testing tentative conclusions.

Other Learnings

1. Be led to recognize simple problems in human relations and some ways of improving the situation.
2. Be led to recognize simple values in personal group solutions.
3. Seek self-control.
4. See a task to completion.
5. Realization that all people have same basic needs--playing and working together in harmony.

SECOND GRADE Level I

Consonants

1. Hearing consonants
   (a) Initial blending
   (b) Medial K, T, Z, X
   (c) Final consonants

2. Double Consonants: medial and final (tt, ll, mm, etc.)
3. Consonant blends: br, cr, dr, fr, gr, tr, bl, cl, fl, pl, sl, sn, st, nk. Review and maintain skill.
4. Consonant digraphs: ch, ck, sh, th, wh, ng, kn
5. Hard and soft sound of c and g
   (a) c before e or i make the soft sound "s"
   (b) g before e or i usually make the soft sound "j"
6. Similarities of sound in "s" as in saw, "z" sound as in was, "x" and cks, ng and nk

Vowels

1. Hearing Vowels
   (a) Short vowels: ă as in Ann, at

   ĕ as in Eskimo, Edward

   ĭ as in Indian, it

   ŏ as in otter, ox, olive

   ŭ as in ugly, umbrella

   (b) Long vowels say their letter names

   (c) For very rare symbol memory difficulty Cecelia Wagner's method may be used.

2. Vowel digraph: ee, ai, ay, oa, ea, o͝o (as in cook), o͞o (as in school)

Teach three vowel rules where and when they apply:

1. In a short word (not ending in e) the vowel is usually short; i.e., hot us, hug, hit
2. In a short word (ending in e), the vowel within the word is usually long and the final e silent.
3. When two vowels are together (vowel digraph), the first is usually long, the second silent. Exception "ie"--as in believe, relieve, etc.

Phonetic Parts

Use analogy in word attack. Continue to emphasize phonograms and rhyming endings.

Structural Analysis

1. Compound words--review, maintain skill, add to basic sight word list. Teach how to attack new compound words.
2. Contractions - one letter omissions: Can't (cannot) etc.

3. Plural forms
    - (a) Words ending in x, s, sh, and ch are formed by adding es (example--churches)
    - (b) Words ending in f, "f" is dropped and "ves" is added as in calves
    - (c) All others, and "s". (There are exceptions to almost all rules.)

4. Possessives--singular and plural
    - (a) Her, his, their, Mary's
5. Verb Variants: s, ed, es, ing, doubling consonant before "ing"--dropping, hopping, running, etc.; dropping the silent "e" before add "ing"--i.e., having, taking.

6. "er" suffix as agent--officer, observer.

Word Analysis

1. The change of initial or final consonant and recognizing differences; i.e., give, live--dog, log--get, let--cake, lake
2. Blend consonants and other word parts
3. Use analogy
4. Use context clues and check analysis
5. Use phonetic clues and structural analysis to attack new words
6. Apply word analysis to new words

GRADE II Level 2

All skills presented at previous levels are reviewed and maintained

Phonetic Analysis

1. Consonants
    - (a) Initial position
    - (b) Medial
    - (c) Final
2. Double consonants (tt, mm, pp, etc.)
3. Two letter blends
4. Three letter blends (thr, squ, str, spr)
5. Consonant digraphs: silent letters in kn, gh, wr as in knew, night, sigh, wring
6. Review variant sounds of c and g, ed and t, s and z

Vowels

1. Review short vowel sounds
2. Review long vowel sounds (say letter names)
3. Digraphs: ui, o͝o, o͞o, and ea in reach and also in head, bread
4. Introduce (where needed or reintroduce) diphthongs: ow as in brown, ou as in house, oi as in oil, oy as in toy
5. Vowel variants: a before l or w says "ah"; vowels with r--"r" sound dominates (as in are, fur, fir, perch)
6. Review vowel rules where necessary for word attack

Structural Analysis

1. Review and deepen concept of compound words
2. Contractions--review and maintain skills

3. Plural forms--review and maintain skills--y and i before adding es
4. Possessives--review and maintain skills
5. Review suffix "er"
6. Review verb endings "ed," "ing" (doubling consonant and dropping "e", changing "y" to "i" before adding ed, es)

Word Analysis

1. Blending: making new words by prefixing consonants to phonograms; substituting initial and final consonants
2. Recognizing analogous words
3. Use context clues to check word analysis
4. Use phonetic clues to attack new words
5. Use structural analysis to attack new words

GRADE III Level 1

Consonants: Maintain skills in

1. Single consonants in initial, medial, and final position--similarity of "c" and "k"
2. Consonant blend--two and three letter blends
3. Consonant digraphs in initial, medial, and final positions
4. Silent letters--kn, wr, gn
5. Hard and soft sound of "c" and "g"

Vowels

1. Short and long vowels
2. Digraphs, double vowels (ou, ee, ui, oa, ea, ai, o͞o, o͝o)
3. Diphthongs ow, ou, oy, oi, ew
4. Vowels before l, r
5. Vowel rules

Phonetic Elements and Word Analysis: Maintain skills

1. Recognizing phonetic parts that are similar
2. Recognizing phonograms
3. Recognizing syllabic division of words
    - (a) Dividing words into syllables
    - (b) Dividing words with double medial consonants
    - (c) Dividing words beginning with "be", "a", "un"
    - (d) Dividing words ending with suffixes
4. Recognizing compound and hyphenated words
5. Plural forms of "f" and "fe"--review
6. Possessive forms
7. Verbs
8. Suffixes "y", "ly", "er", "ect", "er"
9. Prefixes "a", "be", "un"
10. Alphabetizing letters and words for dictionary use

Word Analysis: Review

1. Analogy
2. Use context clues to check analysis
3. Use phonograms to attack new words as well as other clues learned

*4. Use vowel sounds in syllables to help attack longer words

GRADE III Level 2

Phonetic Analysis

Review and maintain skills

1. Single consonants
2. "l", "n" and "r" as single sounds in syllables
3. Double consonants, digraphs, silent letters
4. Double consonants in syllables
5. Consonant blends, three letter blends, review others--"c" and "g", "s" and"z", "ed" and "t"

Vowels: Review

1. Long and short vowels
2. "a" before "l" and "w", vowels with "r"--variants
3. Sound of vowels in unstressed syllables
   (a) Accented syllable ending in vowel usually has long vowel sound
   (b) Unaccented syllable usually has short, silent or soft sound
4. Vowel rules where necessary for word attack
5. Double vowel and digraph review
6. Diphthong review

Word Analysis

1. Accents--syllabication
   (a) In most two syllable words that end in a consonant followed by "y", the first syllable is accented and the second unaccented:

   bug´ - gy   la´ - dy
   ba´ - by   crag´ - gy

   (b) In inflected or derived forms, the accent usually falls on or within the root word:

   un - wise´   hand´ - ful
   pain´ - ful   un - do´

   (c) If "de", "le", "re", "ex", or "a" is the first syllable in a word, it is usually unaccented.

   ex - pect´   a - greed´ (exception a - pron)
   de - light´   un - do´

   (d) If final syllable of a word ends in "le", preceded by a consonant, the final syllable is unaccented.

   can´ - dle   mar´ - ble
   spar´ - kle   tre´ - ble

   (e) A single consonant between vowels usually goes with following syllable:

   a - bout´   mo´ - tor

   (f) If "tion" or "ture" is the final syllable in a word, it is unaccented.

   va - ca´ - tion   pic´ - ture

2. Identification of root words in derived forms

   un - happy   thank - ful

   soft - ly

3. Recognizing homonyms

   made   rains   meat
   maid   reigns   meet

Word Structure: Review and Maintain Skills

1. Compound and hyphenated words
2. Plural forms of nouns
3. Irregular verbs (reintroduce) -- i.e., sent, etc.
4. Suffixes "y", "er", "est", "ly", "less", "ful", "en". Review others.
5. Prefixes "a", "be", "un", "re"
6. Contractions
7. Possessives

OVERVIEW OF PHONETIC AND WORD ANALYSIS SKILLS

FOURTH THROUGH SIXTH GRADES

GRADE FOUR

Phonetic Analysis: review and maintain skill

1. Review consonants and vowels
2. Review phonograms and phonetic elements

Structural Analysis

1. Recognizing inflected and derived forms
   - a. Ways of forming plurals
   - b. Verb and adjective endings
2. Add prefixes--"con", "dis", "im", "in", "re", "trans"
3. Suffixes--"ish", "ist", "ment", "ness", "tion", "ward"

Syllabication

1. Applying principles of syllabication
2. Discriminating between accented and unaccented syllables
3. Dividing words into syllables
4. Identifying syllables in compound words
5. Marking accented syllables
6. Recognizing a syllabic unit as a pronunciation unit
7. Recognizing prefixes and suffixes as syllabic units

Dictionary Usage

1. Using alphabetical arrangement
2. Using guide words
3. Checking syllables and accents
4. Interpreting pronunciation symbols

Comprehension: Strengthen and maintain skills

1. Contextual clues in phrases, sentences, and paragraphs.
2. Understanding in depth
3. Reading on a "feeling" level
4. Drawing conclusions from given set of facts
5. Recognizing prejudice
6. Widening reading interests
7. Learning to review scope and sequence of story
8. Knowing how to outline what is read
9. Skimming for answers and to find answers
10. Learning to do research
11. Learning how to test conclusions
12. Knowing all types of punctuation, how and why used.

Review

GRADE FIVE

Phonetic Analysis

1. Review consonants and vowels
2. Review phonograms and phonetic elements
3. Introduce "schwa":
   A "schwa" is a vowel marked with the symbol (upside down and backwards "e"). The schwa sound is a mere touching of the vowel, a soft "uh". Schwa usually does not appear in accented syllables.

   elephant bacon

Structural Analysis

1. Recognizing inflectional forms
   a. Ways of forming plurals
   b. Verb and adjective endings
2. Prefixes--"dis", "ex", "en", "out", "re", "trans", "un"
3. Suffixes--"eenth", "ese", "ical", "ion", "out", "ship". "sion", "ty"
4. Marking accented syllables
5. Noting division of words at end of line
6. Noting primary and secondary accents

Dictionary Usage

1. Using alphabetical arrangement
2. Using guide words
3. Checking syllables and accents
4. Interpreting pronunciation symbols including "schwa"

Comprehension: Strengthen and maintain skills

1. Contextual clues in phrases, sentences, and paragraphs
2. Understanding in depth
3. Reading on a "feeling" level
4. Drawing conclusions from given set of facts
5. Recognizing prejudice
6. Widening reading interests
7. Learning to review scope and sequence of story
8. Knowing how to outline what is read
9. Skimming for answers and to find answers
10. Learning to do research
11. Learning how to test conclusions
12. Knowing all types of punctuation, how and why used

Over and Beyond

1. Study history of our language
2. Participate in original research projects
3. Write original stories, poetry, songs, plays
4. Learn to write interesting, thoughtful, clear (business and friendly) letters
5. Write in a foreign language
6. Maintain interest in good literature

GRADE SIX

Phonetic Analysis: Review and maintain skills. Reintroduce where necessary.

1. Review consonants and vowels
2. Review all phonetic elements

Structural Analysis

1. Review structural analysis
2. Recognizing inflectional forms
   a. Ways of forming plurals
   b. Verb and adjective endings
3. Prefixes and suffixes--tion, ion, and ation
   a. The final "e" in the root word is dropped and "ion" is added:

separate	separation

   b. Add "ion" to a root word that ends in "t":

elect	election

   c. The final "e" is dropped in words that have letters other than "t" or "c" next to the last letter, and "ation" is added:

imagine	imagination

   d. Final "e" in the word "introduce" is dropped, and "tion" is added.

Syllabication

1. Rules of syllabication--apply for correct word attack
2. Accented and unaccented syllables, understanding and applying principles
3. Note division of words

Dictionary Usage

1. Using alphabetical arrangement
2. Phonetic spellings
3. Understanding and using pronunciation key

Comprehension: Review and maintain skill

1. Contextual clues in phrases, sentences, and paragraphs
2. Understanding in depth
3. Reading on a "feeling" level
4. Drawing conclusions from given set of facts
5. Recognizing prejudice
6. Widening reading interests
7. Learning to review scope and sequence of story
8. Knowing how to outline what is read
9. Skimming for answers and to find answers
10. Learning to do research
11. Learning how to test conclusions
12. Knowing all types of punctuation, how and why used

Over and Beyond

1. Further study of our language
2. Depth study of good literature
3. Help the child integrate learnings in all subjects through thinking about materials read--discussion and testing conclusions
4. Study of human relations
5. Study of prejudice
6. Participate in original research projects
7. Write original stories, poetry, songs, plays
8. Learn to write interesting, thoughtful, clear (business and friendly) letters
9. Write in a foreign language
10. Write "cut-off" stories and let others finish them; still other children may read the finished product in their group or to the class.
11. Make individual dictionaries and study diacritical markings and base words as well as word meanings.
12. Look up the history of some of our words, or expressions.
13. Study the first dictionary written in America.
14. Study the importance of words throughout history.
15. Think of words or statements that cause reactions:
    - In current events
    - In speeches given on the state and local level concerning community welfare projects such as education, fluoridation, sanitation, smog control, or other topics.
16. Compare two editorials with diametrically opposing viewpoints.
17. Make up word games using new vocabulary.
18. Write spelling words into good sentences which will be chosen for dictation in spelling.
19. Substitute beginning, middle, and ending digraphs or blends to make new words.
20. Have the child add new words to learn to his own list of words or to the dictionary he has made, correctly identifying each word and giving an illustration of several meanings.

OVERVIEW OF READING PROGRAM

SEVENTH AND EIGHTH GRADES

Grades Seven and Eight

Refer to the sixth grade for needed work from grades before. Reinforce needed learnings in developmental skills. For the average and above average seventh and eighth grade reader, syllabication, accent, "schwa", and more difficult suffixes and prefixes may be reintroduced and mastered.

Comprehension and thinking in depth should be emphasized. Speed reading for general content or light pleasure reading is a skill that should be taught, as well as how to read to gain content in many technical fields.

Studying the anatomy of our language, how words are used and why they are used in a particular way, strengthens general reading ability. Learning to outline well, gathering facts, finding new ideas and subordinate ideas are all important. Learning to read through context clues should be emphasized at this grade. Library skills, dictionary and encyclopedia skills are all part of the reading program.

THE LANGUAGE ARTS PROGRAM - SEVENTH AND EIGHTH GRADES

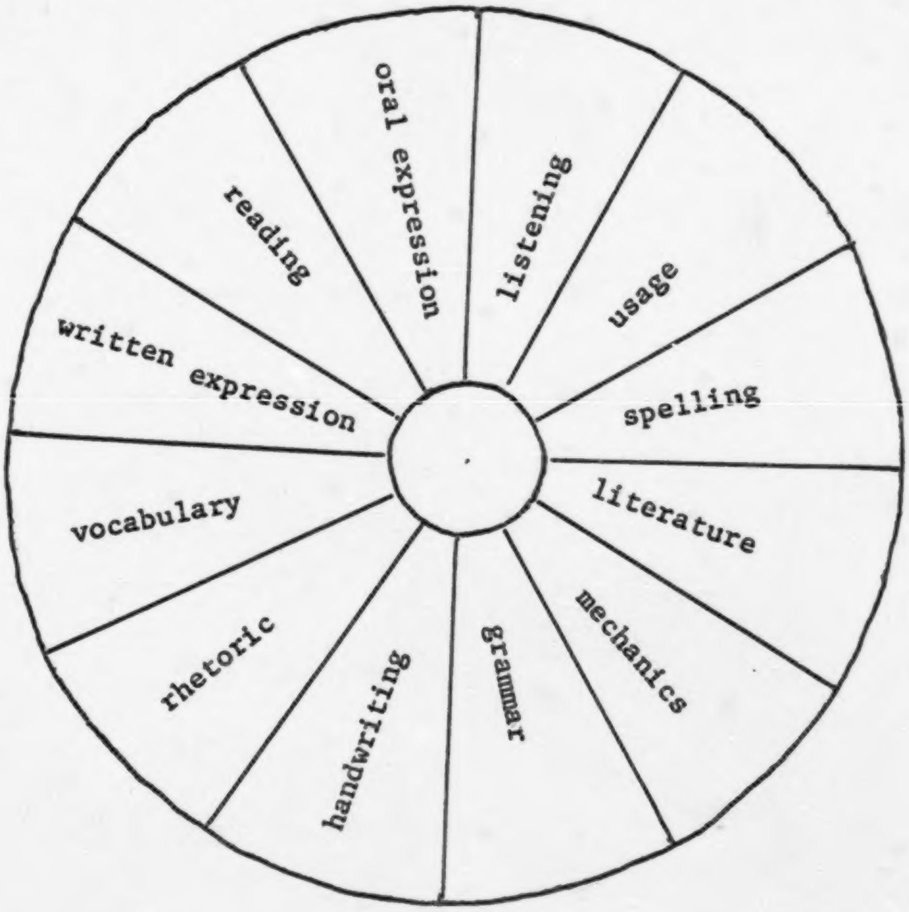
Definitions and purposes of the language arts program:

The National Council of Teachers of English lists four main purposes:

Help students to:
- Read thoughtfully
- Listen intelligently
- Express themselves effectively
- Think critically

Competence in English is necessary to the grasp of all other fields of learning. Furthermore, without wide reading the student would find it difficult to understand himself in relation to others or to understand the permanent human values in our society.

What comprises the language arts program?


oral expression
listening
usage
spelling
literature
mechanics
grammar
handwriting
rhetoric
vocabulary
written expression
reading

and the related field - foreign language.

The hub of the wheel is the language arts teacher.

The language arts teacher must be competent in the field himself, able to use language correctly and effectively and insistent upon good usage. He should be well acquainted with literature and understand the reading skills needed for effective word attack, comprehension, and speed in order that he may help students in these areas. It is also valuable to understand the atmosphere and techniques necessary to bring forth creative writing.

In areas of oral expression the English teacher needs to know the rudiments of drama, speech, and forensic skills. He cannot do the whole job himself, but if he does not carry out these responsibilities, no one else on the staff can be expected to.

If language arts and social studies are taught as a core, the teacher would benefit from a social science or history minor as well, and would find readings in current history helpful to him and to the class.

It is the English teacher's responsibility to bring the student to become aware of the beauty of poetry, to interest students in good literature and books of a worthwhile nature as well as to raise spelling and writing levels.

Reading program for the intermediate school - guide lines for the 1961 State reading texts:

I. Heath and Co. Reading Roundup 1 and 2

  A. Introduces columnar format, limiting lines to an average of 6 words each.

  B. Introduces use of footnotes and phonetic spelling, but no diacritical key is given.

  C. Introduces "carry-over" and comparison with previous poems and/or stories. References are made in subsequent study questions. Student must have read earlier one to complete second set of questions. Book 1 has 9 sections, Book 2 has 10 sections.

  D. Selections may be presented in groupings other than the Table of Contents: Poetry, plays, historical fiction, short story.

  E. Biographies of authors are available and should be used to learn identity of the authors. In future English classes, literature is referred to by author more than by title.

  F. Index of authors and titles is provided. Understanding of use of italics and underscoring of titles.

  G. Book 2 has a list of titles by literary type. Provides a good basis for review quiz.

  H. Teachers' edition, page 9, has a good analysis of reading rate for teacher who has questions from parents on speed reading. This is good material for individual conferences.

  I. Books have flexible use at all grades: 7, 8 and 9.

II. Laidlaw Publishers: New Horizons Book 1, Book 2

  A. Book 1 for 7th Graders who are ready for social ideas contained in literature. Also, for 8th Graders with limited cultural experience.

B. Book 2 for 8th Graders - average difficulty suitable for 2nd semester. Only 1 play is included in this series.

C. Manual is a bound teachers' edition. There is an index of titles giving appropriate teaching plans. Excellent for a beginning teacher.

D. Themes are repeated in both books. A suggested use of exchanging between cores or groups would be:

"Understanding" Book 1	"Understanding" Book 2
"Action" Book 1	"Action" Book 2

This plan of overlap would allow a single set to be released to alternate groups.

E. Element of reading rate is discussed for the student to read. If student can read, diagnose, and execute for himself, this is a good section; however, some groups will need direction.

F. Supplementary bibliography is available for each unit. Provides good extra credit for able students who read in leisure time.

G. Use of sketches and photos is excellent. Print is uncluttered, and layout does not distract the reader.

H. Biographical sketches of authors provided.

I. Glossary of terms, phonetic spelling, and diacritical key are given.

III. Harcourt Brace & Co., Adventures for Readers 1 and 2

A. Book 1 is designated 7th grade, Book 2 for 8th grade. However, the format and reader approach is quite sophisticated. Best suited for advanced levels within grades mentioned. It presupposes wide experience in mass media. Especially good for children who have traveled widely.

B. Manual is separate from bound edition. It gives unit plans, directions for using the L P records which are available and answers to Workshop questions. There is a bibliography of sources and tests. Manual lists reading skills in text and parallel pages in Workshop Section.

C. Speed reading is covered in Workshop. Timed reading index is given in Manual. Good for general screening.

D. Text has glossary which gives multiple meanings; phonetic spelling and key, page reference for word in context. This last item is a new addition to most glossary format.

E. Author - title index provided in text.

F. Index by author - type of literature.

G. Selections have footnotes.

H. Authors are introduced as personalities beyond biographical facts.

I. Directions to reader set off in colored boxes on the page. This may or may not be distracting.

J. Choral reading selections are especially well presented.

K. Holiday selections are well chosen on themes from social studies.

--Marilynn Cozad (Kingswood School, 1962-63)
wrote this brief review of the two State
textbooks Reading Roundup, Levels 1 and 2,
and Adventures for Readers, pp. 26-28.

INDIVIDUALIZED READING

INDIVIDUALIZED READING

An attempt is made to individualize instruction for all children. Taking children in small groups every day, or varying the program to include both group and completely individualized reading will help the teacher to know the student and his problems. The problems of the student can be treated during handwriting, spelling, language arts, and, where pertinent, social studies as well as in reading. During the day the program may be planned in such a way that time allotments are left to meet with students who have reading problems.

In all reading programs whether they be grouped, completely individualized, or individualized more than twice a week, special records must be kept. It is very important we hear the first through sixth grade student read, and, in many instances, the seventh and eighth grade student as well. A record indicates how often he has read. It is also important to diagram his reading in order to ascertain the errors the student is making. These errors may be taken up individually with the child, or children may be grouped according to common errors of the group. These groups will only meet once or twice, and regroupings will take place as other errors are made in common.

Record keeping is also important for parent conferences. The errors the child was making in his reading may be indicated at the beginning of the semester or year, and the parent may be shown a graphic example of how much better he reads at the time of the conference. Also, there is the question of how much the child is reading and whether he understands what he is reading.

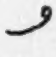
The more individualized the instruction the more books are needed. Up to seven books per child at his reading level are recommended. These books should be chosen on the basis of literary values, varied interest, and thought-provoking content.

It was mentioned that records needed to be kept. Here again, the list of books and the child's comprehension of the story are noted for reference. How can all of this be placed on a record? Either a notebook kept on each child, or a folder with dittoed record sheets kept on his progress will suffice. Using teacher symbols or Gilmore test symbols will help the teacher spot errors in reading.

Diagnostic Reading Chart Using Teacher Symbols or Gilmore Test Symbols

wh - what child reads
th - what book says

wh ✓ or error checked
th ✓✓- and checked again if child corrects himself


- ignores punctuation

on
x - omit a word

Diagnostic Reading Chart Using Teacher Symbols or Gilmore Test Symbols (Continued)

$\overset{\text{the}}{\wedge}$ - insert a word

$\sim\!\sim\!\sim$ - (underlined) or R for repeat

h - hesitates

◯ - pronounced word for child

Example of Record Sheets

School ______________________ Date 10/17/62

Name of child John Doe Name of Book Frontiers to Explore

Reading Design

Pages read p. 71, paragraphs 2, 7
p. 72, 1-5

$\boxed{\text{appeared}}$ h $\overset{\text{want}}{\underline{\text{went}}}$ h $\overset{\text{over}}{\underline{\text{overlooking}}}$ $\boxed{\text{buzzin'}}$

$\boxed{\text{evenin'}}$ $\boxed{\text{excitement}}$ $\underset{\sim\sim\sim\sim}{\text{suffered}}$ $\underset{\sim\sim\sim\sim}{\text{different}}$

Diagnosis: Child needs more word attack skills; he gives up rather than attempts to say the word that is troubling him. He lacks confidence, internalizes his difficulty. When a word appears in a different form, he is unwilling to try: for instance, he can say "evening" but not "evenin'"

He needs sight word practice.

Work on: "ea"
compound words
suffixes

Work on: recognition of similar phonemes in different words: i.e., sp$\underline{\text{ear}}$, t$\underline{\text{ear}}$, $\underline{\text{ear}}$

Confidence in reading. Make it a pleasant experience.

Comprehension

1.
2.
3.

In comprehension, reading to answer a question, or giving underlying reasons for a situation in the story will indicate real understanding. Ask "why" more often than "what," or "when," or "where." Leading the child to understand what the author really intended to say by a given statement and analyzing the meanings of symbolism will help the child grasp what he is reading.

Individualized reading programs are set up in many different ways. The child may choose what he would like to read from a given set of books on his level. Here teacher guidance is needed. He reads the story, and the teacher hears him read aloud, and tests his comprehension two to three times a week. At these times, the teacher will map his reading progress and discuss his problems with him.

The teacher may choose a heterogeneous group to meet at the table. Each child is reading in a different book on different levels. While others are reading, the teacher takes one child aside and listens to him, until the whole group has read to the teacher. Many experienced teachers feel this helps them to keep track of the children who have read. The children may wish at given times to discuss their particular book with this small group. This rouses interest and widens reading horizons.

A completely individualized reading program requires:

1. An excellent teacher who has a thorough knowledge of the skills necessary for all levels of reading.

2. A small class of no more than 25, in order that each child may be heard.

3. A wealth of materials. Each pupil should have at least seven interesting books on his reading level at all times. These books should be replaced very often throughout the year.

4. The teacher must be willing to keep copious records carefully and faithfully.

PART II

ENRICHMENT PROGRAM FOR THE ACADEMICALLY ABLE STUDENT
KINDERGARTEN THROUGH THIRD GRADES

ENRICHMENT ACTIVITIES IN READING

Although many of the suggestions in this pamphlet can be used effectively with children in the middle and low groups, most of the suggestions will pertain to the average, and particularly the above average group of children. It is important that children be kept occupied with challenging tasks. Why bore children with work that does not let them stretch to the limit of their capabilities?

Needs of the rapid learner or gifted group

This group should not be given "more" of what is given the lower group. At times some of the work given other groups may be used as quick review or to emphasize the learning of a needed reading technique. In the A.C.E. booklet, Don't Push Me, on page 27, is a paragraph on understanding learner realities:

"We act as though there were only shades of difference among learners--as though, perhaps, the brightest child were twice as bright as the dullest. Actually, the differences in reasoning among slow and bright children almost defy mathematical comparison. One is thousands of times more proficient than the other in certain kinds of abstract reasoning.

"In seeking appropriate teaching techniques, we do well to approach these differences as differences in kind (as between a cat and a human) rather than in degree."

Need for a challenging book

Acceleration

The children in the upper cluster group need a challenging book, just as other groups in the class need books challenging to them. Do not give more able children a book on their grade level with the mistaken idea that they need the developmental process for the grade, and, therefore, this is the only book that will give them this process. The book does not give them anything but a story, and suggestions for teaching the story; the teacher gives them the developmental work that they should receive, and this can be done by a master teacher in a book at any level. If added help is needed, the teacher may use the continuum of skills in the third section of this book.

How to choose the book

A good "rule of thumb" is to place a child in a book in which he misses three words per page. This includes meaning errors as well as an inability to attack a word. It is up to the teacher to show the child how to attack these words and to develop meanings on the conceptual level. This will give a child a book on his instructional level. If the book is harder than this, the child is "reading" on his frustration level and may soon give up.

Test the group for readiness by having the children read books of several different levels. There may be cases in which a child is above others in a group, and it may be wise to give him a book on his level as well as the book given to the group. The child may learn to skim, read to find answers to questions, and to increase his speed of reading in the simpler book. Yet he benefits from group work, discussion, and a feeling of belonging.

According to C. C. Miles 50% of California's gifted children (130 I.Q. or above) read before entering school without being taught. Paul Witty discovered 38% of the children he studied could read before entering kindergarten. At school these children when forced to work at non-creative tasks, or when not given challenging materials soon lose interest. In fact, when assignments are made and children are forced to read often meaningless materials--repetitious and uninteresting--unfortunate attitudes may develop toward reading.

These children may find learning to read by charts more stimulating as the material is varied and makes sense to them in relation to their experiences. There should be much reading material available.

Those children who do not read upon entering school learn rapidly, and it is essential the teacher realize the speed with which they are acquiring this knowledge.

These children are usually precocious in language development, and are eager and curious about many things.

Sometimes children find exciting interests at home. They've taught themselves to read, learned to read maps, and discovered geography as one five-year-old did recently in California. School is a very uninteresting affair when the child prefers creation to routine, and there is little creativity in the classroom.

Materials:

Regular kindergarten materials and equipment.
Charts and chart racks.
Listening corner.
Viewlex, tape recorder, record player.
Television and overhead projector available.
Microscope available.
Magnifying glass, clay, sandpaper, and other textured materials.
Provocative pictures that help children develop their own stories or poetry.
Many books on kindergarten interest level, all subjects.
Simple pleasure-reading books on a first, second, third grade level, or any other appropriate level.
Jars.
Magnets.
Cages for animals and insects.
Aquariums.
Terrariums.
Cardboard squares for making word-meaning display boards.
Materials for simple crafts: for example, spatter prints of leaves - old toothbrushes and screening.
Ginn Series, first grade readiness book, and Teacher's Manual.

In order to make the kindergarten program of more benefit to the children who are very able or certified gifted by state definition, and also mature in outlook, judgment and actions, the kindergarten teacher may wish to group the children according to interest and ability during a certain period of the day. These children will receive work commensurate with their ability and maturity, planned through the Kindergarten Curriculum Committee; the Coordinator of Library Materials, Language Arts, Social Studies, and kindergarten; and the Coordinator of Reading and Programs for the Gifted.

One procedure:

The kindergarten teacher will want to refer to the kindergarten handbook for many ideas in enriching the kindergarten program.

There are many chart stories that the teacher will wish to write, and the children will enjoy illustrating. Other ideas may be found in this book that may be tailored to the maturity level of the kindergarten child.

Minimal enrichment:

Make vocabulary boards by pasting objects that depict word meanings on a display board. For instance, cotton or fur for the words "soft," "fuzzy," or "smooth." Think of other words that have the same meaning. Let children use their imagination. Learn to use new words in sentences.

Study the school, home, farm, science projects, but also learn about events of everyday life, such as rockets, astronauts, stars, planets. Learn such words as "pasteurization," hibernation," "migrating," "grafting," "slipping," "rooting," enormous," huge," "big," "minute," "small," "tiny."

Strive toward a room environment that will be conducive to creativity. Encourage creative writing: child dictates poem or story, and teacher writes it on chart or piece of paper to be typed and reread. Some children will read their own poetry, but no praise or blame should be attached to this.

Write many charts of daily events, class plans, lists of items brought into the room. Strive toward repetition of simple vocabulary. Read the chart to the children; later, children may read it with the teacher.

Children may match appropriate pictures to stories read by the teacher or some child who can read fluently. Children may want to draw their own pictures that bring out the meaning of the story.

Children may make up flannel board stories based on words that begin with sounds studied.

Children may match sounds and symbols, play games employing recognition of sounds.

Suggested quiet activities:

These are for other groups in the kindergarten while reading readiness and reading instruction is taking place with the upper cluster group on a two-to-three times a week basis, no longer than twenty minutes. Two to three groups may be formed on the basis of children's maturity.

Immature group of children carry out planned activities with:
Listening corner, television, filmstrips, films.
Clay.
Painting.
Wet chalk work.
Bead stringing to form patterns.
Pasting and cutting.
All types of original art work.
Collages.
Puzzles - from simple to difficult.
Simple arithmetic and color, or matching games of all kinds.
Making picture autobiographies in proper sequence.
Science activities.
Children's original flannel board activities.

While the teacher is instructing the top group, one group may be working on other class activities. Children are not to color in ditto work, but will be encouraged to go into creative expression.

Increasing the vocabulary - Grades K-3:

Students make their own dictionaries. Vocabulary boards are made; have child illustrate words by finding an object that represents the meaning and glue above the printed word. Work up from six to eight objects.

a piece of clear vinyl plastic	a piece of wax paper or saran	a piece of foil
smooth	slippery	slick

Children who are academically able may illustrate abstract words as well, such as beautiful, pretty, ugly, monstrous. A variation of the vocabulary board may be a phrase or sentence board on which the meaning of the phrase or sentence is illustrated by the child.

Suggested phrases:	Suggested sentences:
Mist on a hill	The clouds touch the mountain.
Trembling leaves	The tree bends to the earth.
Shimmering water	Boys (or girls) like dogs.
White egrets in water	Times are difficult.

After the vocabulary study has been introduced, and several variations have been tried, more complicated words may be used, but an emphasis should be placed on words that have texture, color, or visual character that will help the child in his recall. One may wish to try such words as:

rough
harsh
prickly
even
scratchy
crude
coarse
level
uneven
scaly
roughcast
flat
wavy
thorny
smooth
frictionless

From this study would evolve work with synonyms:

(cotton)

fluffy

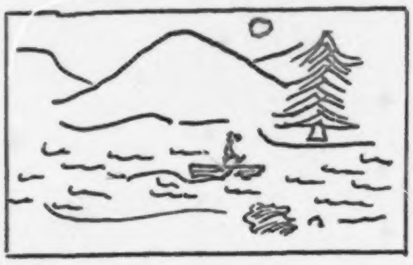
(velvet)

soft

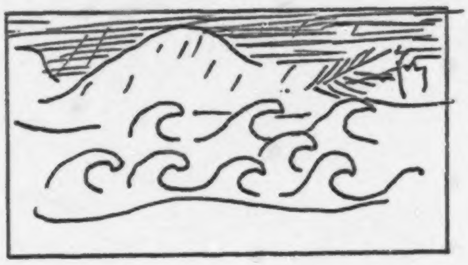
(fur)

furry

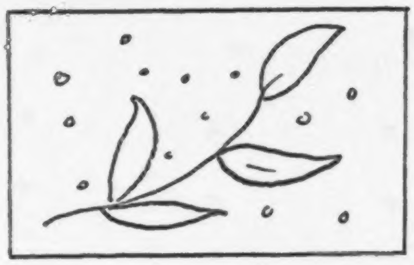
Words may also be illustrated with pictures, collages, designs, or other abstractions.



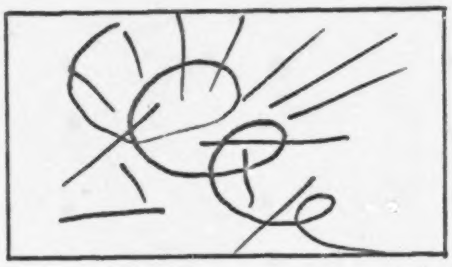
quiet



noisy



quiet



noisy

Have the corrective reader learn simple dictionary skills. Start with his own dictionary that he has made. In this dictionary he puts his sight words he knows, and those he needs to know, the words he misses in reading and spelling as well as words he needs for writing.

Refer to Lessons in Phonics, a School District publication, which may be obtained from the Coordinator of Reading and Programs for Gifted Minors. Refer to other publications listed at the end of this book.

Encourage creative writing:

Write about:
The Week-End Story
My Pets
If I Were on TV
What I Want to Be
Why We Need Rules
What If I Lived in Mexico?
What Was It Like Long Ago?
Who Lived Where We Are Now a Hundred Years Ago?
Why People Depend on Each Other

Stories should involve conflict: Explain to children that something must be wrong, or sad, or mixed up (or all three) about the situation, and this helps make the plot. Then steps are taken by the main character in the story to elevate the situation. If it turns out all right, the story is happy. If not, the story is sad.

Some first lines you may wish to use to start children writing stories: (Provocative topics)

A big brown bear came out of the woods.
Mary could not find her dog.
The car careened around the bend and screeched into the driveway.
The plane dipped one wing and then flew on.
Toni's scooter was broken.
The eraser could not find its pencil.
One day a new boy came to school.
It was a very hot day in May.
The weather was cold and blustery.
The thunder clapped, and rain walloped the tin roof.
The mountain was very high and very steep.
It was such a long way to the top of the tree.
Today we decided to build a club house.
No Boys Allowed!
No Girls Allowed!
Crash, bang, boom! Went the drums.
Splash, splatter, splash! Went the rain.
The grasshopper had forgotten how to hop.
The snail could not find his shell.
The horse could only walk slowly.
The flower wanted to bloom early, but the weather was wrong.
April is the name of a girl.
Bobby is the name of a boy.
The boy could not stop growing.
The girl thought she'd never be as big as others in the class.
Sue found a purse.
Jim found a wallet.

Open-ended:
I like my name because --
I don't like my name because --
I'm afraid when --
I'm afraid of --
The exciting book has --
Rules are --
School is --
My teacher is --
My studies are --
My homework is --
Kindness is --

Thoughtful topics:
It pays to be honest.
A good day's work should be done.
Is kindness and goodness the same?
What makes us love others?
Why would someone like me?
What it means to be a good citizen.
We represent our home wherever we go.

Developmental Reading

Word attack skills

Even though very able children will be reading above grade level, all the steps in a developmental reading program should take place.

The intelligent child will usually depend on context clues over other reading devices; but phonics, and the skills of word analysis should be mastered for added reading competence.

Single consonants and vowels, consonant and vowel digraphs and blends, diphthongs, compound words, plural forms, possessives, suffixes, prefixes and phonetic rules may be reviewed. It will be necessary to teach syllabication, accent, and even the schwa if children read three to four years above grade level in grades 4 through 8.

Research shows a child who is in the 98th and 99th percentile range does not use phonics or use many word analysis skills as conscious tools. In fact, the child's knowledge of phonics is most limited, according to tests given 1623 of these children; however, when the child delves in research, or reads technical or legal material, he feels the need to draw on tools to help attack words new to him.

Seldom are mnemonic devices necessary for the gifted child. He should be led to come to his own conclusions and test these conclusions even in the field of English grammar, phonetic skills, and word analysis skills.

To Help Build Meaning

Word meanings

Choose ways in which words are used. For instance: How was "bank" used in this story? Mark the sentence which shows the way "bank" was used:

1. He sat by the bank of the stream.
2. He put his money in the bank.
3. You can bank on her.
4. Let us bank up this stream with sandbags to keep it from flooding.

How is "steel" used in the story? Mark the sentence which shows how "steel" was used:

1. Steel yourself against this happening.
2. His nerves were made of steel.
3. The building was made of steel.
4. It was a steel-gray color.
5. He was as implacable as steel.

Phonetic and analytic seatwork and reading group work

-- Have fun with rhymes. Write rhymes that tell a plot of a story, are original in thought, or may just be nonsense for phonetic exercise.

-- Have children find and write words that contain the same sound as given vowel or consonant digraphs, blends, diphthongs, or even exceptions to the rule. For example: "gh" as "f" in such words as laugh, cough, tough, rough, enough. "Gh" is silent in although, through.

-- A phonogram may appear in an initial, medial, or final position in a word. The children may be given dictated exercises in which they must indicate where the sound appears by writing the words under appropriate headings: i.e., initial, medial, final; or, with younger children, first, middle, last. The bright child should be able to spell the word from sounds and rules given.

-- Form plurals for words that end in x, ch, s, h, f.

-- Study derived and changed word forms; find basic word.

-- Give dictation of phonetically correct but unfamiliar words, and have children work out the correct spelling from rules and sounds studied. Also, dictate letters, or short paragraphs, or stories for the same purpose. Be sure to point out places where words deviate. Perhaps children could write about original paragraphs or stories for the teacher to dictate to the entire class.

-- Study history of words and why they are formed as they are today.

-- Have children change tense of a paragraph or story, and study what has happened to the changed words.

-- From a story, paragraph, letter, or article, list words that tell what a character in the story does. List words that tell who does it. List words that tell how it is done. List words that tell to whom it is done, and list words that describe a noun. Study the words and how one group differs from the other.

-- Study phonograms, homonyms, synonyms, and antonyms.

Vocabulary

Gaining concepts for increased vocabulary

-- Have children do research on the American Language and how it differs from the mother tongue.

-- Have children do research on some interesting Americanism such as the word "foodstuffs," or "shoe," or "mad," meaning angry, or some Americanism from a story they are reading.

-- Write how you felt about a person, place, or thing in the story, and what the author wrote to make you feel this way.

-- List characteristics of main or lesser characters in a story or play.

-- Rewrite lines from a story, preferably literature, using more picturesque or less picturesque language, and compare the effect it has. Which sounds better and why?

-- Study figures of speech. Find them in poetry and literature as well as in the stories the child is now reading.

Metaphor: i.e., "The road is a ribbon of moonlight."

Simile: i.e., The sun is like a big red orange.

Hyperbole: i.e., There are a thousand cats in the back yard!

Onomatopoeia: i.e., The glub, glub, glub of the king frog.

Alliteration: i.e., "As swift as the swoop of the swallow."

Personification: i.e., The tree is an old man in baggy pants.

Synecdoche: i.e., "A sail! A sail!" (A part of something is used to symbolize the whole.)

Spoonerism: i.e., Do have a coff of cuppy.

-- Study the word propaganda. Study words used in good and bad propaganda. Refer to Tyranny Over The Mind by Aldous Huxley, Chapter 10.

-- Study words used in specific occupations: medicine, law, teaching, mathematics, mining, science, etc.

-- Study jargon and its meaning. Use creatively. Does it or does it not add to meaning? Clarity? Is it desirable? What jargon is used in specific occupations? Why?

-- Study how words change their meaning, depending on usage; such as the words: clever, mad, bank, steel, sign, pile, sets, etc.

-- Study words and the way they make you feel. For instance:

ugly
beautiful

slippery
crooked

statuesque
tranquil

-- Make vocabulary boards on such words as rough, smooth, rasping. Illustrate the word with objects. Find synonyms.

-- Study words that come to us from other languages: Latin, French, German, or in musical terms. For instance, the Italian word "piano" means "even" or "smooth." "Amateur" comes from the French word "to love to do something." There are certain vowel combinations that come from the German: our diphthongs, for instance, and the vowel digraph "ie", which says "ē" as in believe.

Library, dictionary, and encyclopedia skills

-- Provide opportunities for the child to alphabetize a list of words starting with different letters, or all the same letters, or a mixture of both for dictionary practice.

-- Study diacritical markings in the dictionary and discuss meaning.

-- Number a list of words taken from an index out of order, and have children number them in the order they appear in the index.

-- Children may write a list of topics that might be found under index titles. These may be chosen from a teacher-made scrambled list of topics, or the child may make up some of his own, or vary the procedure by using both techniques and other techniques as well.

-- Children learn to use the card catalogue by using it for finding library books of all kinds.

-- Children may enjoy studying the Dewey library system and why it is in use. Contrast it to other library systems.

-- Study how to use the encyclopedia effectively: where the index book is located, and how to find specific topics under main headings. Study differences in make-up.

-- Using the encyclopedia, study classifications under which the topics you are specifically interested in may be found.

-- Teach children to file correctly under correct topics and classifications.

-- Have children learn dictionary skills; use of guide words.

-- Let children make their own dictionary of the words they need. These words may come from spelling, reading, social studies, and may be used in creative writing.

Comprehension

Learning to read with understanding

The most important aspect of any material read is internalizing ideas obtained from the printed page. Your bright children will be able to read much more than they can understand. The teacher will spend much time in concept development to give meaning to vocabulary in this group. If the circumstances in a child's home are limiting, more time and emphasis will need to be spent in enrichment. Field trips, films, resource people will help the children gain meanings. This work is very rewarding as these children soon grasp meanings and have the ability to build on past understandings to develop new concepts.

Story, article, paragraph, sentence, and phrase meanings and concepts

-- Learn to read to find main ideas in paragraph and sentence. (Grades 1 - 8th)

-- Write a play based on a story, and give it to the group, class, or school.

-- Read short stories in literature; discuss the thought behind them. (Read such stories as The Red Badge of Courage by Stephen Crane.

-- A child may write a story or situation and stop half-way through. Have other children in the group suggest endings. For instance, a situation may be evolved in which a child must choose between loyalty to a friend and honesty. Or a child may be a target of cruel jokes by other children, and a boy or girl wonders whether to join the tormentors or risk unpopularity by defending the poor child. Children's unfinished original stories may be exchanged with classes in other schools or with other grades within a school.

-- List happenings or ideas from a story and write in complete sentences. Be sure to include one sentence that is not true. The child is to mark this sentence and rewrite it to make it true.

-- List happenings in a story, and the child relists them in correct sequence.

-- Outline for sequential events in a story or play. (In the first grade pictures may be drawn for nouns.) (Grades 1 - 8th)

-- Make time-line, where appropriate, of events of story or article. It may cover a day, a week, or more than a hundred years. In the lower grades, a day or a week is ample time.

-- Cut strips of paper or tagboard. The size depends on the grade. Print instructions appropriate to the maturity and advancement of the child on these strips. The child chooses one strip, and acts on it. Strips may contain the following suggestions:

> Read about a rocket going to the moon. The book is on the shelf.
>
> Read about dinosaurs that used to roam the earth. The author's name is Chapman.
>
> Read about someone's Christmas in a book by Dickens.
>
> List six rules for water safety.
>
> Write on the topic of good sportsmanship. Use three books for research.

Read about the metamorphosis of the fly. In which book would you find this? Be prepared to tell the class about it.

(These topics could be seasonal, or follow a line of study pursued in the classroom, or could be a simple line of instructions such as: Take the blue automobile from the black box.)

-- Conduct research in the field of mathematical ideas, mathematicians, history. Write mathematical sentences that may correspond to the written word. This not only helps the child in the field of mathematics, but aids reading comprehension by forcing the child to get at the real meaning of the sentence. (Middle and upper grades)

For instance: Bob took his new chemistry set and experimented with it. He did not read the directions carefully enough, and a large explosion ensued, causing damage to the bedroom walls.

Bob + chemistry set – lack of knowledge = explosion + damage.

(Your bright arithmetician may mention that lack of knowledge is a negative factor.)

-- Use cut-off stories. Read part of a story and have children finish it. (Grades 1 - 8th)

-- Act out an incomplete play. Make up your own conclusion. (Grades 1 - 8th)

-- Write questions for others to answer on the children's original stories.

-- Make appropriate illustrations for other children's original stories. Test to see if picture brings out meaning of story, or whether the picture shows comprehension of the story. One might find the most important event and illustrate it.

-- Infer concepts from given facts. (This goes deeper than just drawing conclusions; it reaches into the area of generalization. Often, for instance, after reading a story that deals with sociological factors, a child may come to the conclusion: "Environment changes our way of life. Man adapts to his surroundings." These are concepts or generalizations.)

-- Color own film and write narrative to go along with it, or a series of poems might better illustrate an abstract movie.

-- Make slides to illustrate a favorite story written by one of the children.

Vary Approach and Materials

Widen the child's interests

Constantly strive for better discrimination in reading material. Have children read to widen interests. (Refer to pp. 18-19, suggested chart.) Direct lessons for gaining habit of critical thinking.

Literature

-- Study literature. Why is this book considered "literature"? What is literature? Study the author.

-- Read typical Victorian stories such as *Anne of Green Gables*, or *Mrs. Wiggs of the Cabbage Patch*. Contrast life then and now, not in a superficial sense such as listing scientific achievements but in a sociological sense.

-- Read Dickens; contrast life in our country today to life then. Discuss child labor laws. What sociological, legal, scientific changes have taken place? Don't forget the *why*.

-- Contrast T. S. Eliot's *Wasteland* with Edna St. Vincent Millay's *Renaissance.*

Critical thinking

-- Read and discuss propaganda material. What does the author want us to believe? How does he [illegible] about this? What words does he use to sway us? How do you feel after reading his articles? Read something on the other side, and go through the same process. Hold a debate.

-- Analyze ten sentences in the story. How are they put together? Why is each thought complete?

-- Analyze a story and determine the author's purpose in writing it.

-- Allow each child to be a discussion leader of his topic. Everyone in the group must do some reading on the topic so that the discussion will be an intelligent one. Rules will be set up; there may be a recorder. There probably should be a time limit on each child's contribution. Draw up tentative conclusions, and then test these conclusions perhaps for a week. Come together and discuss again in the light of new findings.

Suggested topics

How does it affect a man when a machine does what he was trained to do. Think. Do research. (Middle and upper grades.)

In what ways does the country in which we live affect our lives?

How would you feel when you discovered your very best friend was dishonest?

What if the man you would have voted for did not become president?

Do research on the history of the Thanksgiving, Easter, Halloween, or Christmas holiday, etc.

Why do you think people celebrate holidays?

What is freedom?

What do we mean when we say we live in a democracy? Do we live by the rule of simple majority? What are pressure groups? Special interest groups? Explain.

Is anything worth fighting for?

What is our responsibility toward others?

What is maturity?

How does mankind change environment and environment change the way mankind lives?

What do we mean by the statement, "Be true to yourself"?

What kind of a background can limit us? How do we rise above "background"?

-- Study some government agency. Plan a field trip. Have a representative of that agency speak. Look up added research. Write and read back. Make a critical analysis.

-- Study state government in general; the house of representatives or the legislature. Each child writes to his own representative on some issue of interest to him, which he wishes his representative to act on.

-- Contrast our schools with those of some other country. Do research. Write to a pen-pal in that country asking for information. Write to the commissioner of education in that country.

-- Read books on a sociological theme--family relationships, racial problems, sportsmanship. The group cooperates in writing a study; each child may take a different phase.

-- Write a paper on a life of a famous musician after reading at least three books on the person.

-- List phases of scientific research. Carry through carefully each phase on any topic studied. Gather facts through research and observation. Make tentative hypothesis based on facts gathered. Come to some conclusion. Test conclusions by experiment. Change hypothesis in light of new facts. Hold all "final" conclusions tentative.

-- Make a study of world events. Read current events from many different sources.

-- Make a study of world peace, and the facts that make it possible or not probable.

-- Study juvenile delinquency, drop-out cases. Write a study and come to some conclusion. List steps that one might take that may help the situation.

-- Study provocative pictures on a subject about which children are reading. Write about the picture; use it as an illustration for the story or article.

-- Do added research on topics of interest.

-- Write figures of speech and use them where they make meaning effective. See page 6, paragraph 4.

-- Study spoonerisms for the fun of it. Read Spooner's English play.

-- Study poetry, meter, quality verse. Try hand at writing poetry.

-- Read poetry with expression.

-- "If I could see through his eyes." Each imagines he is another character. This character may have desirable and/or undesirable characteristics. How would this person act under a given set of circumstances? The circumstances and characteristics are spelled out clearly by the child. This should be done thoughtfully. Perhaps the group could go one step further and describe why they feel this person might have these characteristics.

Encourage Originality

-- Study how stories are put together. Plot structure. (Grades 3 - 8th)

Help children to express themselves effectively

-- Write original stories on related topics or anything suggested by the story. (Grades 1 - 8th) These stories may be typed, backed by cardboard, filed in the back of the room, and used as additional reading material for other children in the class.

-- Plan a story together--outline what will occur in each chapter. Assign each child in the group a chapter to write. Two children may write one chapter, depending on the length of the story or chapter. The children read their chapters to others in the group for criticism. Each contributes his ideas. The final story is typed and placed between attractive covers for others to read. The children may all make a cover and vote on the one most appropriate.

-- Make up a story correctly carried through, to be read to the lower grades.

-- Write a diary or newspaper as a group or class project.

-- Write about a vacation or trip that the class may take in imagination together. Each member of the class is included in the story and tells what he did, thought, in the vacation environment described. This may be written by each from the master story written on the board as composed by the children, or it may be copied by the teacher, typed on ditto, and given to each child as a reading lesson. This is also a good guidance procedure.

Keep all discussions with your children on a thoughtful level. When we let children stretch intellectually, they will never be bored.

CREATIVITY

UPPER GRADES

CREATIVITY - SIXTH THROUGH EIGHTH GRADES

Creativity is taught in every class on every grade level. The teacher must first produce an atmosphere conducive to creativity on the part of the student. The children should know the teacher as a warm accepting person, and feel they are worthy individuals in the classroom.

One important aspect of creativity is flexibility. It is a process that is not measurable; one can measure fruits of the process only.

In the sixth through eighth grade the pupil should be able to write several paragraphs on a single subject. Each paragraph should contain a good topic sentence to which the other sentences in the paragraph bear a direct relationship. Each paragraph needs a good concluding sentence as well. Students who are academically able need to learn to employ transition sentences for smoothness of style.

A variety of writing forms may be mastered: the story (there are many different kinds of stories), poems (there are many different types of poems), essays, articles, research papers. But in all this writing, outlining is most important. The student needs to learn to organize his composition in a logical and clear manner.

Thoughtful synthesis, analysis, comparison is to be desired over simple exposition, depending on the topic and purpose for which it is written. Significant topics from the lives of our country's heroes, wise sayings of our leaders from the past and present, topics from our Constitution, detailed analysis of events from history or from current events all make good topics about which to write. On the following page are topics in the realm of philosophy, and their purpose is to spur deep thought on the part of the student.

SOME TOPICS THAT SPUR THOUGHT

6TH THROUGH 8TH GRADE

-- What is self? Or self is ___________

-- The first years of a man must make provisions for the last.

-- Wise men learn more from fools than fools from wise.

-- You must look into people as well as at them.

-- Many are destined to reason wrongly;
Others not to reason at all;
And others to persecute those who do reason.
--Old Chinese proverb

-- Heaven is within you.

-- A plowman on both feet is better than a gentleman on his knees. --Benjamin Franklin

-- An empty bag will not stand up. --Benjamin Franklin

-- Our academic responsibility: the pursuit of excellence.

-- The attributes of justice are __________

-- What is culture?

-- What price security?

-- The sword or the heart?

-- Each philosophy has a feather from the bird of truth.

-- What is meant by the following poem?

He drew a circle and left me out--
Heretic, rebel, a thing to flout.
But love and I had the wit to win;
We drew a circle and let him in.

PROOFREADING

THE CORRECTING OF STUDENTS' CREATIVE EFFORTS

Many authorities maintain that to correct a child's original work may stifle the spark of originality; however, a newspaper that is being planned by the class must be correct in its final printing. Any paper meant to be read by others should be correct. The student can be made to realize that what he has produced is so worthy that to have it less than right would be an injustice to his effort.

Editing can be a chore and may take the joy out of writing. One good way to go about it, is to have the student correct his own paper, using the official proofreader's marks. There are other ways to solve this problem. A committee may be chosen to do the proofreading for the class, or children may choose to meet in groups, which are chosen to proofread a certain type of material. Keep the groups flexible in order that each group may have experience editing many types of writing. Certain rooms in the middle or upper grades may take turns at editing papers from the entire school.

A proofreader from one of the local papers may serve as a resource person, and he may explain to the class the importance of his position, and how he goes about his job.

On the following page is a sample of the before and after paper written by a student in the Whittier School District; with this paper is a copy of the proofreader's official marks.

The Runaway Elephant - Unedited

A baby elephant is born. His parents name him Tippy. The Tippy got bigger. Another baby was born. Tippy was dejected by his parents, so he ran away.

"I need a home" stated Tippy, "Some shelter, where I can rest."

So Tippy searched. 2 days later, Tippy met a monkey.

"Do you know where I can find a home?" questioned Tippy.

"Sure chum," answered the monkey. "Join the circus. My relatives and they loved it. Here I'll show you the way."

So Tippy joined the circus, but as it so happened he didn't like it.

One night the trainer came out and Tippy kicked him. The trainer whipped Tippy. The fought until Tippy kicked the trainer and escaped.

Tippy ran to the jungle but was caught by a net. Tippy trumpeted until a mouse came and chewed him free.

Just then a herd of elephants came by and Tippy joined them.

PROOFREADERS' MARKS

C -- Capital letter

nc -- No capital letter

O -- Punctuation needed

Sp -- Incorrect spelling

¶ -- Paragraph

no ¶ -- No paragraph

→ -- Indent

⁐ -- Close up (join letters)

^ -- Insert

/ -- Divide into two words

Name ______________________

Date ______________________

Proofreading

The Runaway Elephant

A baby elephant was ~~is~~ born. His parents name d him Tippy. When ~~The~~ Tippy got bigger. nc Another baby was born. Tippy was rejected sp. dejected by his parents, so he ran away.

"I need a home." stated Tippy. "I must have ~~Some~~ shelter, where I can rest."

No ¶ So Tippy searched. Two ~~2~~ days later, Tippy met a monkey.

"Do you know where I can find a home " questioned Tippy.

"Sure chum," answered sp. aswered the monkey. NoC "Join the circus. My relatives sp. reletives did and they loved it. Here I'll show you the way."

So Tippy joined the circus, but as it so happened he didn't like it. One night the trainer came out and Tippy kicked him. The trainer whipped Tippy. They ~~The~~ fought until Tippy killed ~~kicked~~ the trainer and escaped.

Tippy ran to the jungle and ~~but~~ was caught in ~~by~~ a net. Tippy trumpeted until a mouse came and chewed him free.

No ¶ Just then a herd of elephants came by and Tippy joined them.

PART III

WIDENING THE READING HORIZON

INTRODUCTION TO GOOD BOOKS

We have all read and reread certain books and, at each rereading, have discovered some deeper meaning. Books become literature when they can be reread like this. Every year in school the child should experience books of this quality many times over. But what exactly is literature, and how can one judge?

Elizabeth Nesbitt in the Institute on Library Work, dealing with the theme, "Hold to That Which Is Good," University of California, defines literature as "immeasurably above and beyond the printed word, of a significance far transcending the merely informative, varied as a human destiny, nonexistent without the twin qualities of idea and beauty of expression." Literature goes into depth of meaning, employs symbolism to carry an idea, and deals in rich imagery. That is why a good book can always be read again with added meaning.

Not all the books on the following pages are literature. Some have withstood the test of time and are considered literary classics, but some of the books are new and untested. Nevertheless, these books contain charming stories suiting the age and interest of the child. Some of these books are superior to some of the children's stories of the past. "The Velveteen Rabbit" by Margery Williams, and Munro Leaf's "The Story of Ferdinand" have more literary value than the older books "Five Little Peppers," "Little Lord Fauntleroy," or "Mrs. Wiggs of the Cabbage Patch."

The books on the following pages are but a few of the many available. Try them in the classroom. Discuss the ideas the author wishes presented, and the way he clothes these ideas in words. Feel free to suggest other books you may wish to add to the lists. It is hoped this will add to the reading enjoyment of the children in your classroom.

WIDENING READING INTERESTS

A reading series will neither solve all reading problems, nor will it be appropriate as a total reading program. There is a need for children to read from many series for vocabulary expansion. Sheer delight in reading numerous books and stories on the child's level, will help develop his interest in reading.

Individualizing instruction as much as possible also gives an impetus to the total reading program as well as increases interest in reading. This individualized reading may take place on a once-a-week, twice-a-week, or everyday basis depending on the children, the program, and the availability of books.

There is no reason to hesitate in planning a well-rounded reading program, which makes available to every child in the class books on a great variety of subjects. These books are available from the County Library.

Some teachers find that giving the child a chart on which are placed many topics will enable the child to observe quickly any lop-sided pattern in his reading interest. The child is encouraged to read books in every category, and very often develops new interests, as well as an enlarged vocabulary.

TOPICS TO HELP WIDEN READING INTERESTS

There are many types of charts that help to widen children's interest in reading by leading them to observe the pattern of their book topics. Such a chart is to be found on the following page. One may use a "reading roundup" chart with a corral and book names as "horses," or almost any variety of interesting formats may be used.

The following are topics and subtopics you may wish to use:

IMAGINATIVE WRITING

Plays and Poetry
Fiction - Make Believe
Fiction - Realistic
Humor and Comics
Mysteries

SCIENCE

Animals and Pets
Our Earth - Its Wonders
The Sky - Exploring Outer Space
Inventions and Machines
Prehistoric Life, Miscellaneous

OURSELVES

Arts and Crafts, How-To-Do-It Books
Health, Getting Along with People, Ways People Believe
Family and School Life
Sports, Games, Recreation
Interesting Occupations

SOCIAL STUDIES - EVERYDAY LIFE

Farm Life and City Life
Community Helpers
Airplanes, Boats, Cars, Etc.
American Life - Past and Present
Communication: Post Office, Wireless, Telegraph,
    Telephone, TV, etc.

SOCIAL STUDIES - THE UNUSUAL

Faraway Places
Holidays
Biography
Indians - Primitive Life
Adventure and Exploration

Some of these topics will not be applicable to all grades. Use any topics which occur to you.

MY READING RECORD

Name of child: ______________________________

IMAGINATIVE	Fiction Make Believe	Fiction Realistic	Humor & Comics	Mysteries	Plays & Poetry
SCIENCE	Animals & Pets	Our Earth Its Wonders	The Sky: Exploring Outer Space	Inventions & Machines	Prehistoric Life Miscellaneous
OURSELVES	Arts & Crafts How-To-Do-It Books	Family & School Life	Sports, Games, Recreation	Interesting Occupations	Health, Getting Along with People The Ways People Believe
SOCIAL STUDIES EVERYDAY LIFE	Farm Life & City Life	Airplanes, Boats Cars, Etc.	American Life Past & Present	Methods of Communication	Community Helpers
SOCIAL STUDIES THE UNUSUAL	Faraway Places	Biography	Indians & Primitive Life	Adventure & Exploration	Holidays

GRADED BOOKS FOR A MINIMAL PRIMARY PROGRAM

Author	Title
Aldis, Dorothy	All together (2-4)
Alexander, Anne	ABC of cars and trucks (K-1)
Andersen, Hans C.	Seven tales (2-5) The steadfast soldier (1-4) Three tales from Andersen (2-5) The ugly duckling (2-4)
Anderson, Clarence	Blaze and the gypsies (1-3)
Anglund, Joan	Brave cowboy (K-2) A friend is someone who likes you (K-1) Love is a special way of feeling (K-2)
Ardizzone, Edward	Nicholas and the fast-moving diesel Little Tim and the brave sea captain (K-2)
Asbjornsen, Peter C.	The three Billy Goats Gruff (2-4)
Atwater, Florence and Richard	Mr. Popper's penguins
Ayer, Jacqueline	Nu-Dang and his kite (1-3) A wish for little sister (1-3)
Bannerman, Helen	The story of little black Sambo (1-3)
Bannon, Laura	Hat for a hero (3-4) When the moon is new (2-4)
Behn, Harry	All kinds of time (1-3) The little hill (2-4) Windy morning (2-4)
Beim, Lorraine and Jerrold	Two is a team (1-3)
Beim, Jerrold	Andy and the school bus (K-2) Country fireman (K-2) Country school (K-2) Smallest boy in the class (1-3)
Bemelmans, Ludwig	Madeline (1-3) Madeline and the bad bat (1-3) Madeline and the gypsies (1-3) Parsley (1-3)

Primary (Continued)

Author	Title
Beskow, Elsa	Pelle's new suit (K-3)
	Tale of the wee little old woman
Bettina	Cocolo comes to America (K-3)
Bianco, Margery W.	The little wooden doll (3-4)
Bishop, Claire H.	Five Chinese brothers (1-3)
Bontemps, Arna and Conroy, Jack	Fast sooner hound (2-5)
Brenner, Anita	A hero by mistake (2-4)
Brewster, Benjamin	The first book of baseball (1-4)
	The first book of cowboys (1-4)
Bright, Robert	Georgie (K-2)
	Me and the bears (K-1)
Bronson, Wilfred	Cats (2-5)
	Coyotes (2-5)
Brooke, L. Leslie	Golden Goose Book (K-3)
Brown, Marcia	Dick Whittington and his cat (K-3)
	Henry--fisherman (1-3)
	The little carousel (K-2)
	Peter Piper's alphabet (K-3)
Brown, Margaret Wise	Goodnight moon (K-2)
	Nibble, nibble (K-3)
	Two little trains (K-1)
	Wheel on the chimney (K-3)
Brunhoff, Jean de	The story of Babar (1-3)
Bryant, Sara	The cat and the parrot In Johnson, E. (ed.) Anthology of children's literature
Buff, Mary and Conrad	Dash and dart (1-4)
	Elf owl (1-4)
	Hurry, Skurry, and Flurry (1-4)
Bulla, Clyde Robert	Eagle feather (2-4)
	The poppy seed (1-3)
	Squanto, friend of the white men (2-4)
	The valentine cat (1-4)

Primary (Continued)

Author	Title
Burgess, Thornton	Peter finds a name In Martignoni, M. E. (ed.) The illustrated treasury of children's literature
Burnett, Frances H.	The little princess In Moses, M. J. (ed.) A treasury of plays for children
Burton, Virginia Lee	Choo, choo (1-3) Katy and the big snow (1-3) The little house (1--4) Mike Mulligan and his steam shovel (1-3)
Carlson, Natalie S.	Brother for the Orphelines (2-4) The Happy Orpheline (2-4)
Carrick, Valery	Picture tales from the Russian (2-4)
Carroll, Ruth and Latrobe	Tough enough and sassy (2-4) Tough enough's pony (2-4)
Caudill, Rebecca	Schoolhouse in the woods (2-4) Happy little family (2-4)
Chaucer, Geoffrey	Chanticleer and the fox (Cooney, B. - Adaptation)
Clark, Ann Nolan	Blue canyon horse (2-4) Looking for something (1-3) In my mother's house (2-5)
Clark, Margery	The poppy seed cakes (2-4)
Cleary, Beverly	Ellen Tebbits (3-5) Otis Spofford (3-5)
Coatsworth, Elizabeth	First adventure (2-4) The sod house (3-5)
Cole, William (ed.)	I went to the animal fair (K-3)
Cothran, Jean	With a wig, with a wag, and other American folk tales (3-5)
Credle, Ellis	Down, down the mountain (3-5)
Dalgliesh, Alice	The bears on Hemlock Mountain (K-3) America begins (3-5) The Thanksgiving story (K-3)

Primary (Continued)

Author	Title
Daugherty, James	Andy and the lion (1-3) Picnic (K-2)
DeAngeli, Marguerite	Bright April (3-5) Yonie Wondernose (1-4)
DeJong, Meindert	Shadrach (1-4)
De La Mare, Walter (ed.)	Animal stories
Dennis, Wesley	Flip (K-3) Flip and the Cows (K-3) Flip and the morning (K-3)
De Regniers, Beatrice	Something special (K-2)
DuBòis, William Pène	The great Geppy (3-5) Lion (K-3) Otto at sea (K-3)
Duvoisin, Roger	Alphabet book: A for the ark (K-1) The Christmas whale (K-3) Petunia series (1-3) Two lonely ducks (K-1)
Eberle, Irmengarde	Robins on the window sill (1-3)
Eichenberg, Fritz	Dancing in the moon (K-2)
Elkin, Benjamin	Six foolish fishermen (1-3)
Elliott, Geraldine	Number of spots In Dobbs, R (ed.) Once upon a time
Ets, Marie	Another day (K-3) In the forest (K-3) Mister Penny (1-3) Mr. T. W. Anthony Woo (K-3) Nine days to Christmas (K-3) Play with me (K-1)
Farjeon, Eleanor	The little bookroom (1-4)
Fatio, Louise	The happy lion (K-3) The happy lion in Africa (K-3) The happy lion roars (K-3) The three happy lions (K-3)

Primary (Continued)

Author	Title
Field, Rachel	Poems (3-6) Rachel Field's story book (3-5)
Fischer, Hans	Pitschi (K-3) Puss in Boots (K-2)
Fisher, Aileen	Going barefoot (K-2)
Flack, Marjorie	Angus and the cat (K-2) Angus and the ducks (K-2) Ask Mr. Bear (revised edition) (K-2) The story about Ping (K-3) Tim Tadpole and the great bullfrog (1-3)
Fletcher, Sydney E.	The big book of cowboys (1-4)
Floethe, Louise	The cowboy on the ranch (K-3)
Franconi, Antonio	The house that Jack built (1-4) The thank-you book (K-1)
Franklin, Benjamin	A bird in the hand (3-6)
Freeman, Don	Norman the doorman (K-4) Mop Top (K-1)
Freeman, Mae	You will go to the moon (1-3)
Fritz, Jean	The cabin faced west (3-5) How to read to a rabbit (1-4)
Gag, Wanda	The ABC bunny (K-2) Gone is gone (1-3) The funny thing (1-3) Millions of cats (K-3) Nothing at all (K-3) Snippy and Snappy (K-3) Snow White and the seven dwarfs (Il.) (K-3)
Gay, Zhenya	Small one (K-1)
Geisel, Theodore (Dr. Seuss)	And to think that I saw it on Mulberry Street (K-3) Bartholomew and the oobleck (1-3) The cat in the hat (a series) (K-2) The 500 hats of Bartholomew Cubbins (1-3) Horton hatches the egg (K-2)

Primary (Continued)

Author	Title
Geisel, Theodore (Continued)	Horton hears a Who (K-2)
	If I ran the zoo (K-3)
	McElligot's Pool (K-3)
	The scrambled eggs supper (1-3)
Godden, Rumer	Candy Floss (2-5)
	The doll's house (2-5)
	The fairy doll (2-5)
	Impunity Jane (2-5)
	Mouse House (2-4)
Goldsmith, Oliver	Goody Two-Shoes (1-2)
Grahame, Kenneth	Bertie's escape (2-4)
	Wind in the willows (2-4)
Gramatky, Hardie	Hercules (K-3)
	Little Toot (K-2)
Green, Roger L. (ed.)	The book of nonsense
Greenaway, Kate	Apple pie (K-2)
	Marigold garden (K-2)
Grimm, Jacob L. and Grimm, W. K.	The fisherman and his wife (3-5)
	The good-for-nothings (2-4)
	The sleeping beauty (K-3)
	The traveling musicians (2-4)
	The wolf and the seven little kids (K-3)
Guilfoile, Elizabeth	Nobody listens to Andrew (1-2)
Hader, Berta and Elmer	The big snow (K-3)
	Squirrely of Willow Hill (2-4)
Handforth, Thomas	Mei Li (1-3)
Harris, Joel	Nights with Uncle Remus
	Uncle Remus
Hawthorne, Nathaniel	The golden touch (2-5)
Haywood, Carolyn	Eddie and Louella (2-4)
	Penny goes to camp (2-4)
Henry, Marguerite	The little fellow (1-3)
Heyward, DuBose	The country bunny and the little gold shoes (K-2)

Primary (Continued)

Author	Title
Hoff, Syd	Danny and the dinosaur (K-2) Sammy the seal (K-3)
Hogner, Dorothy	Earthworms (2-5) Snails (3-6)
Hubbard, Alice (ed.)	The golden flute (K-3)
Hunt, Mabel L.	Miss Jellytot's visit (2-5)
Hutchinson, Veronica (ed.)	Candle-light stories (2-4)
James, Will	Young cowboy (3-5)
Kahl, Virginia	Duchess bakes a cake (K-3) Plum pudding for Christmas (K-3)
Kettelkamp, Larry	Shadows (3-6)
Krauss, Ruth	The big world and the little house (K-3) The growing story (K-1)
Lang, Andrew	The blue fairy book
Langstaff, John and Rojankovsky, Feodor	Frog went a-courtin' (K-3)
Lathrop, Dorothy P.	Bouncing Betsy (1-3) Puppies for keeps (1-3) Who goes there? (1-3)
Lattimore, Eleanor F.	Little Pear (3-5) Molly in the middle (2-4) Three little Chinese girls (2-4)
Lawson, Robert	Edward, Hoppy, and Joe (1-3) Rabbit Hill (3-6)
Leaf, Munro	Wee Gillis (2-4) Story of Ferdinand (1-4)
Lear, Edward	Edward Lear's nonsense book
Lefevre, Felicite	The cock, the mouse, and the little red hen (K-3)
LeGrand	Cats for Kansas (K-3)
Lenski, Lois	Cowboy small (K-2) I like winter (K-1)

Primary (Continued)

Author	Title
Lenski, Lois (Continued)	The little airplane (K-2)
	The little auto (K-2)
	The little farm (K-2)
	The little sailboat (K-2)
	The little train (K-2)
Liebers, Ruth	Stevie finds a way (2-3)
Lifton, Betty	Joji and the dragon (K-3)
Lindman, Maj	Snip, Snap, Snurr and the red shoes (series) (1-3)
Liu, Beatrice	Little Wu and the watermelons (3-5)
Maurois, Andre	Fattypuffs and thinifers
McCloskey, Robert	Blueberries for Sal (K-2)
	Lentil (2-4)
	Make way for ducklings (K-2)
McGinley, Phyllis	All around the town (K-3)
	The horse who lived upstairs (K-3)
	Lucy McLockett (K-2)
	The most wonderful doll in the world (2-4)
	Year without Santa Claus (K-3)
McMeekin, McLennan	The first book of horses (3-5)
Merrill, Jean	Shan's lucky knife (3-5)
Milhous, Katherine	Appolonia's valentine (3-5)
	Egg tree (1-3)
	Patrick and the golden slippers (1-3)
	With bells on (1-4)
Milne, A.A.	Winnie the Pooh (3-5)
	The house at Pooh Corner (3-5)
	Now we are six (1-4)
	When we were very young (1-4)
	The world of Pooh (3-5)
Minarik, Else	Father Bear comes home (K-2)
	Little Bear (K-2)
Moore, Clement	The night before Christmas (K-3)

Primary (Continued)

Author	Title
Mother Goose	The Real Mother Goose (K-3)
Munari, Bruno	Who's there? Open the door! (K-1)
Nash, Ogden (Comp.)	The moon is shining bright as day
Newberry, Clare T.	April's kittens (K-2) Barkis (K-3) Marshmallow (2-3) Mittens (K-3) Smudge (K-3)
Newell, Hope	The little old woman who used her head (2-4)
Norton, Mary	Bed-knob and broomstick (3-5)
Olds, Elizabeth	Riding the rails (2-4)
Payne, Emmy	Katy No-Pocket (K-3)
Perrault, Charles	Cinderella (K-3) Puss in Boots (K-3)
Petersham, Maud and Miska	The box with red wheels (K-1) The circus baby (K-1) Ruth (3-5)
Peterson, Barbara	Whitefoot Mouse (2-4)
Pels, Gertrude	Easy Puppets (3-6)
Pine, Tillie	Magnets and how to use them (1-3)
Piper, Watty	The little engine that could (K-3)
Politi, Leo	A boat for Peppe (K-3) The mission bell; a biography of Junipero Serra (2-5) Saint Francis and the animals (1-3) Song of the swallows (K-3)
Potter, Beatrix	The tailor of Gloucester (1-3) The tale of Benjamin Bunny (K-2) The tale of Jemima Puddleduck (K-2) The tale of Johnny Town Mouse (K-2) The tale of Mrs. Tittlemouse (T-1) The tale of Peter Rabbit (K-2) The tale of Squirrel Nutkin (T-1) The tale of Tom Kitten (T-1)

Primary (Continued)

Author	Title
Prokofieff, Serge	Peter and the wolf
Quigley, Lillian	The blind men and the elephant (K-3)
Rackham, Arthur (Comp.)	The Arthur Rackham fairy book (T)
Ransome, Arthur	Baba Yaga and the little girl with the kind heart - in Old Peter's Russian tales and in Hoke, H. (ed.) Witches, witches, witches
Rawlings, Marjorie K.	The secret river (2-5)
Rey, H. A.	Cecily G. and the nine monkeys (K-3) Curious George (a series) (K-2)
Rickert, Edith	The Bojabi tree
Ritchie, Barbara	Ramon makes a trade (3-5)
Rojankovsky, Feodor (il.)	The tall book of nursery tales
Ross, Eulalie (comp.)	Buried treasure and other picture tales (3-5)
Rossetti, Christina	Sing-song (K-3)
Sasek, Miroslav	This is London (3-6) This is Rome (3-6) This is Paris (3-6)
Sauer, Julia L.	Mike's house (K-3)
Sawyer, Ruth	The Christmas Anna angel (3-5) Journey Cake, ho! (K-3)
Schlein, Miriam	The big cheese (1-3) Heavy is a hippopotamus (1-3)
Segur, La Comtesse de	The misfortunes of Sophie (T-2)
Seignobosc, Françoise	Chouchou (K-2) Jeanne-Marie counts her sheep (K-1)
Selsam, Millicent	All about eggs (K-3) Nature detective (1-4) Seeds and more seeds (K-3)
Seuss (see Geisel)	
Sewell, Helen	Blue barns (K-2)

Primary (Continued)

Author	Title
Slobodkin, Louis	The amiable giant (2-5) The friendly animals (K-1) The space ship under the apple tree (3-5) Trick or treat (K-2)
Stevenson, Robert L.	A child's garden of verses (1-4)
Stolz, Mary	Emmet's pig (K-3)
Swift, Hildegarde	The little red lighthouse and the great gray bridge (1-3)
Thorne-Thomsen, Gudrun (ed.)	East o' the sun and west o' the moon with other Norwegian folk tales
Thurber, James	The great Quillow (3-6)
Titus, Eve	Anatole (K-2) Anatole and the cat (K-2)
Todd, Ruthven	Space cat and the kittens (3-5)
Trez, Denise	Circus in the jungle (K-2)
Tudor, Tasha	A is for Annabelle (K-1) The dolls' Christmas (K-2)
Turner, Nancy Byrd	When it rained cats and dogs (K-3)
Udry, Janice May	A tree is nice (K-1) Moon jumpers (K-3)
Vance, Marguerite	A star for Hansi (3-5)
Ward, Lynd	Biggest bear (K-3)
Weisgard, Leonard	Treasures to see (3-6)
Wenning, Elizabeth	Who dreams of cheese? (K-2) Christmas mouse (1-4)
Wiese, Kurt	The Chinese ink stick (3-6) Fish in the air (K-3)
Will	Chaga (K-2) Finders keepers (K-3)
Williams, Margery	The velveteen rabbit (2-4) The little wooden doll (3-4)

Primary (Continued)

Author	Title
Wright, Blanche	(Il.) The real Mother Goose
Yashima, Taro	Crow boy (1-3)
	The village tree (K-3)
Ylla	Polar bear brothers (K-3)
	The little elephant (K-3)
	Two little bears (K-3)
Zaffo, George	The big book of real boats and ships (K-4)
	The big book of real building and wrecking machines (2-5)
	The big book of real fire engines (K-4)
	The big book of real trains (2-5)
Zim, Herbert	Elephants (2-4)
	Things around the house (2-6)
	What's inside of me? (2-5)
Zion, Eugene	All falling down (K-1)
	No roses for Harry! (K-1)
	The plant sitter (K-2)
Zolotow, Charlotte	Do you know what I'll do? (K-1)
	One Step, Two (K-1)
	The storm book (K-3)

BOOKS FOR MIDDLE AND UPPER GRADES

Author	Title
Aesop	Fables
Alcott, Louisa M.	Eight cousins (6-8) Jack and Jill (5-7) Jo's boys (6-8) Little men (5-8) Little women (5-9) Old fashioned girl (6-8) Rose in bloom (6-8) Under the lilacs (6-8)
Alden, Raymond	Why the chimes rang and other stories (4-6)
Andersen, Hans C.	Fairy tales and stories (5-7)
Annixter, Jane	Buffalo chief (6-8)
Arabian Nights	The Arabian nights
Arbuthnot, May Hill	Time for fairy tales Time for poetry Time for true tales and almost true
Bagnold, Enid	National Velvet (7-9)
Baldwin, James	The story of Roland (6-9) The story of Siegfried (6-9)
Barrie, James M.	The little minister Peter Pan (4-6) Peter Pan in Kensington Gardens
Baum, L.F.	Wizard of Oz (4-6)
Becker, May Lamberton	Introducing Charles Dickens (8-9)
Bemelmans, Ludwig	Hansi
Benary-Isbert, Margot	The Ark (6-9) Blue mystery (5-7)
Benet, Rosemary	A book of Americans
Benson, Sally	Stories of the gods and heroes (6-9)
Blackmore, Richard	Lorna Doone (8-9)

Middle and Upper Grades (Continued)

Author	Title
Bleeker, Sonia	The Inca: Indians of the Andes (5-7)
Bliven, Bruce	The American Revolution - 1760-1783 (6-9)
Boni, Margaret	Fireside book of folk songs
Bontemps, Arna	Chariot in the sky (7-9)
Bowman, James	Pecos Bill (6-9)
Brink, Carol Ryrie	Caddie Woodlawn (5-7)
Britten, Edward	Wonderful world of music
Bronte, Emily	Wuthering heights
Brown, Marcia	The flying carpet (4-6)
Browning, Robert	The Pied Piper of Hamelin (5-8)
Buck, Pearl S.	The big wave (4-7)
Bulfinch, Thomas	A book of myths (7-9)
Bunyan, John	Pilgrim's progress (6-8)
Burnett, Frances H.	The secret garden (5-6)
Carpenter, Frances	Tales of a Chinese grandmother (4-7) Tales of a Korean grandmother (4-7) Wonder tales of dogs and cats (4-7)
Carroll, Lewis	Alice's adventures in wonderland (4-7) The hunting of the snark Through the looking glass (4-7)
Cervantes, Miguel de	Don Quixote de la Mancha (6-9)
Chrisman, Arthur B.	Shen of the sea (5-8)
Chute, Marchette	The innocent wayfaring (7-9) An introduction to Shakespeare (7-9)
Church, Alfred J.	The Aeneid for boys and girls (6-9) The Odyssey (6-9) The Iliad (6-9)
Child Study Association (comp.)	Castles and dragons (4-6)

Middle and Upper Grades (Continued)

Author	Title
Clark, Ann Nolan	In my mother's house (2-5)
	Secret of the Andes (4-7)
	Little Navajo bluebird (4-6)
Cleary, Beverly	Fifteen (6-9)
	Henry and Beezus (3-6)
	The luckiest girl (7-9)
Clemens, Samuel	A Connecticut Yankee in King Arthur's court (7-9)
	Adventures of Huckleberry Finn (6-9)
	The adventures of Tom Sawyer (6-9)
	The jumping frog of Calaveras
	The prince and the pauper (6-9)
Coatsworth, Elizabeth	The cave (4-6)
	Alice-All-By-Herself (4-6)
	The cat who went to heaven (4-7)
	Here I stay
	Sword of the wilderness (7-9)
Coleridge, Samuel T.	The rime of the ancient mariner
Collodi, Carlo	Pinocchio (4-6)
Colum, Padraic	The adventures of Odysseus and the tale of Troy (6-9)
Cooke, David C.	Bomber planes that made history (6-9)
Cooper, James F.	The deerslayer (8-9)
	The last of the Mohicans (8-9)
Courlander, Harold	The cow-tail switch and other West Africa stories (4-7)
Craven, Thomas	The rainbow book of art (7-9)
Dalgliesh, Alice	The silver pencil (7-9)
Daniels, Jonathan	Stonewall Jackson, a biography (5-8)
Daugherty, James	Daniel Boone
	Poor Richard; a biography of Benjamin Franklin (7-9)

Middle and Upper Grades (Continued)

Author	Title
De Angeli, Marguerite	Black Fox of Lorne (5-8)
	The copper-toed boots (4-6)
	The door in the wall (4-6)
Defoe, Daniel	Robinson Crusoe (6-9)
DeJong, Meindert	The house of sixty fathers (5-8)
	The wheel on the school (4-7)
De La Mare, Walter	Rhymes and verses
	Collected stories - Animals
	Come hither: A collection of rhymes and verses for the young of all ages
	Mr. Bumps and his monkey (4-7)
Dickens, Charles	Christmas carol
	Christmas stories (7-9)
	The cricket on the hearth (7-9)
	David Copperfield (7-9)
	Oliver Twist (7-9)
	The tale of two cities (8-9)
Dillon, Ellis	The island of horses (6-8)
Dodge, Mary M.	Hans Brinker or the silver skates (5-8)
Doyle, Sir Arthur	Adventures of Sherlock Holmes (8-9)
	Boys' Sherlock Holmes (7-9)
	The book of Sherlock Holmes (7-9)
DuBois, William Pène	The giant (4-7)
	Peter Graves (6-9)
	Twenty-one balloons (5-9)
Dumas, Alexander	The three musketeers (7-9)
Duvoisin, Roger	And there was America (4-6)
	They put out to sea (5-8)
Eaton, Jeanette	Narcissa Whitman (7-9)
	That lively man, Ben Franklin (5-8)
	Washington, the nation's first hero (4-8)
Edmonds, Walter	Cadmus Henry (7-9)
	The matchlock gun (4-6)
	Tom Whipple (5-9)
	Two Logs Crossing (5-9)
	Wilderness clearing (7-9)

Middle and Upper Grades (Continued)

Author	Title
Enright, Elizabeth	The four-story mistake (4-7) Thimble summer (5-7)
Estes, Eleanor	Ginger Pye (4-7) The Moffats (4-6)
Ewing, Juliana H.	Jackanapes (5-7)
Farjeon, Eleanor	The children's bells (4-7) The glass slipper (4-6) Mighty men (4-6)
Farley, Walter	The black stallion (7-9)
Fenner, Phyllis (Comp.)	Adventure, rare and magical Ghosts, ghosts, ghosts (6-9) Giants and witches and a dragon or two (4-6) Time to laugh (4-7)
Field, Eugene	Poems of childhood (3-5)
Field, Rachel	Calico Bush (7-9) Hitty: her first hundred years (5-8)
Fisher, Dorothea F.	And long remember: some great Americans who have helped me (6-8) Paul Revere and the minute men (6-8)
Fisher, James	Wonderful world of the sea (5-9)
Fitch, Florence	One God: the ways we worship him (5-9)
Floherty, John J.	Aviation from the ground up (6-9) Behind the silver shield (7-9)
Forbes, Esther	Johnny Tremain (7-9)
Foster, Genevieve	Abraham Lincoln's world (4-6) George Washington's world (4-6)
Franklin, Benjamin	The autobiography of Benjamin Franklin (7-9)
Frost, Frances	(ed.) Legends of the United Nations (6-9) Maple Sugar for Windy Foot (4-6) Sleigh bells for Windy Foot (4-6)
Fyleman, Rose	Fairies and chimneys (4-6)

Middle and Upper Grades (Continued)

Author	Title
Gaer, Joseph	Adventures of Rama (7-9)
	The fables of India (5-9)
Gallant, Roy A.	Exploring the universe (5-8)
Garst, Shannon	Amelia Earhart, heroine of the skies (6-9)
	Cowboy boots (4-7)
	Crazy Horse, great warrior of the Sioux (7-9)
Gates, Doris	Blue Willow (5-8)
	Sarah's idea (4-6)
George, Jean	My side of the mountain (5-8)
Gipson, Fred	Old Yeller (7-9)
Godden, Rumer	The mouse wife (2-4)
Goudge, Elizabeth	The little white horse (7-9)
Grahame, Kenneth	The reluctant dragon (4-6)
	The wind in the willows
Gunther, John	Alexander the Great (5-8)
	Julius Caesar (6-9)
Hader, Berta and Elmer	Little Appaloosa (3-5)
Hahn, Emily	The picture story of China (4-7)
Hale, Edward Everett	Man without a country
Harris, Joel C.	The complete tales of Uncle Remus (5-8)
	The Favorite Uncle Remus (5-8)
	Uncle Remus: his songs and sayings (5-8)
Hawes, Charles B.	The dark frigate (7-9)
	The mutineers (7-9)
Hawthorne, Nathaniel	The great stone face
	Tanglewood tales (5-7)
	The wonder book (5-7)
Hays, Wilma Pitchford	Christmas on the Mayflower (3-5)
	Drummer boy for Montcalm: an historical novel (5-8)

Middle and Upper Grades (Continued)

Author	Title
Henry, Marguerite	Album of horses (5-9) Born to trot (6-9) Justin Morgan had a horse (4-7) King of the Wind (5-8) Misty of Chincoteague (5-8)
Heyerdahl, Thor	Kon-Tiki (7-9)
Hofsinde, Robert	The Indian and his horse (4-7) The Indian's secret world (5-8)
Hoke, Helen (ed.)	Witches, witches, witches
Holling, Holling C.	Minn of the Mississippi (5-9) Paddle to the Sea (4-6) Seabird (5-8) Tree in the trail (4-7)
Hosford, Dorothy	By his own might (6-8)
Hudson, W. H.	A little boy lost (6-8)
Hunt, Mabel L.	Ladycake Farm (4-6) Miss Jellytot's visit (2-5)
Hutchinson, Veronica S.	Chimney corner stories (3-5)
Irving, Washington	The Alhambra (7-9) Rip Van Winkle (6-9) The legend of Sleepy Hollow (6-9)
Jackson, Helen Hunt	Ramona (7-9)
Jacobs, Joseph	English fairy tales
James, Will	Young cowboy (3-5) Smoky, the cow horse (6-9) Will James' book of cowboy stories (6-9)
Jewett, Eleanore	Mystery at Boulder Point (5-8)
Johnson, Gerald	America is born (5-8)
Jones, Gwyn	Welsh legends and folk-tales (5-9)
Judson, Clara I.	City neighbor; the story of Jane Addams (6-8) Sod house winter (6-8)

Middle and Upper Grades (Continued)

Author	Title
Judson, Clara I. (Continued)	Theodore Roosevelt (5-8)
Kantor, MacKinlay	Gettysburg (6-9)
Keith, Harold	Rifles for Watie (7-9)
Kingman, Lee	The best Christmas (4-6)
Kingsley, Charles	The water babies (5-6) Westward ho! (7-9)
Kipling, Rudyard	All the Mowgli stories (6-9) Captains courageous (7-9) The jungle book (5-7) The just-so stories (4-6) Kim (8-9) Puck of Pook's Hill (6-9) The second jungle book (5-7) Stalky and Co.
Kjelgaard, James A.	Big Red (7-9) Explorations of Père Marquette (6-8) Wolf brother (7-9)
Knight, Eric M.	Lassie (6-9) Lassie comes home (6-9)
Krumgold, Joseph	-- and now Miguel (6-8) Onion John (6-8)
Lagerlof, Selma	The wonderful adventures of Nils (4-7)
Lamb, Charles	Tales from Shakespeare (6-9)
Lang, Andrew (ed.)	The Arabian nights The blue fairy book (4-6)
Lathrop, Dorothy	The colt from Moon Mountain (3-6)
Lawson, Robert	They were strong and good (4-6) The great wheel (7-9) Watchwords of liberty (4-6)
Lewis, Elizabeth	Ho-Ming, girl of China (7-9) Young Fu of the Upper Yangtze (7-9)
Lofting, Hugh	Dr. Dolittle and the Green Canary (4-7) Dr. Dolittle's Caravan (4-7)

Middle and Upper Grades (Continued)

Author	Title
Lofting, Hugh (Continued)	Dr. Dolittle's circus (4-7)
	Dr. Dolittle's post office (4-7)
	Dr. Dolittle's Puddleby adventures (4-7)
	Dr. Dolittle's zoo (4-7)
	The story of Dr. Dolittle (4-7)
	The voyages of Dr. Dolittle (4-7)
London, Jack	The call of the wild (7-9)
	White Fang (7-9)
Longfellow, Henry W.	The song of Hiawatha (5-8)
McCloskey, Robert	Centerburg Tales (4-7)
	Homer Price (5)
	Time of wonder
McCormick, Dell J.	Paul Bunyan swings his axe (4-6)
McDonald, George	At the back of the North Wind (5-7)
	The light princess (4-6)
McLean, Allan C.	Master of the Morgana (7-9)
Macleod, Mary	The book of King Arthur and his noble knights (5-8)
MacManus, Seumas	Bold heroes of Hungry Hill and other Irish folk tales (5-7)
McSpadden, J. Walker	Robin Hood and his merry outlaws (6-8)
Malcolmson, Anne	Mister Stormalong (5-9)
	Yankee Doodle's cousins (5-9)
Malory, Thomas	Boy's King Arthur (6-9)
Malvern, Gladys	Dancing Star: the story of Anna Pavlova (7-9)
Masefield, John	Jim Davis (7-9)
Meadowcroft, Enid	Abraham Lincoln (6-9)
	The first year (the Pilgrims) (4-6)
	On the Indian trails with Daniel Boone (3-5)
	Silver for General Washington (6-9)
Means, Florence C.	A candle in the mist (6-8)

Middle and Upper Grades (Continued)

Author	Title
Meigs, Cornelia	The covered bridge (4-6) Invincible Louisa (Alcott) (7-9) The willow whistle (4-6) Wind in the chimney (5-7)
Melville, Herman	Moby Dick (7-9)
Milne, A. A.	The House at Pooh Corner (3-5) Winnie-the-Pooh (3-5)
Morrow, Honore W.	On to Oregon! (5-7)
Mukerji, Dhan Gopal	Gay-Neck (6-9) Kari, the elephant (5-7)
Nolan, Jeannette	The Story of Clara Barton of the Red Cross (7-9)
Nordhoff, Charles	Mutiny on the Bounty (7-9)
Norton, Mary	Bed-knob and broomstick (3-5)
O'Dell, Scott	Island of the Blue Dolphins (5-8)
O'Faolain, Eileen	Irish Sagas and Folk Tales (5-9)
O'Hara, Mary	My friend Flicka (7-9)
Ollivant, Alfred	Bob, son of Battle (7-9)
Orczy, Baroness	The Scarlet Pimpernel
Otis, James	Toby Tyler (4-6)
Paine, Albert B.	The Arkansaw bear (4-6)
Parker, Elinor (ed.)	100 story poems (6-9)
Petersham, Maud and Miska	Story of the Presidents of the United States of America (4-7)
Picard, Barbara L.	Stories of King Arthur (5-9)
Poe, Edgar Allan	The gold bug and other tales and poems (7-9)
Politi, Leo	The Mission bell; a biography of Junipero Serra (2-5)
Porter, Jane	Scottish chiefs (7-9)

Middle and Upper Grades (Continued)

Author	Title
Porter, William S.	O'Henry's Best Stories (7-9)
Potter, Beatrix	The fairy caravan (3-5)
Pyle, Howard	Howard Pyle's book of pirates (7-9)
	Story of King Arthur and his knights (6-9)
	Men of iron (6-9)
	Otto of the Silver Hand (6-9)
	Robin Hood (5-9)
	Story of the Grail (6-9)
	Story of Sir Launcelot (6-9)
Rackham, Arthur (comp.)	The Arthur Rackham fairy book (4-6)
Rankin, Louise	Daughter of the mountains (5-8)
Ransome, Arthur	Swallows and amazons (6-9)
Rawlings, Marjorie	The yearling (7-9)
Ripley, Elizabeth	Picasso (a biography) (7-9)
Rugh, Belle Dorman	Crystal Mountain (4-7)
Rushmore, Helen	Cowboy Joe of the Circle S. (3-5)
Saint Exupery, Antoine de	The little prince (6-9)
Salten, Felix	Bambi (5-9)
Sandburg, Carl	Abe Lincoln grows up (7-9)
	Early moon (6-9)
	Rootabaga stories (5-7)
	Prairie-town boy (7-9)
Sawyer, Ruth	Roller skates (6-8)
	This is the Christmas (5-6)
Scheele, William	Ancient elephants (4-7)
Schiffer, Don	The first book of basketball (5-8)
Scott, Walter	Ivanhoe (7-9)
Seredy, Kate	The good master (5-7)
	The singing tree (5-7)
	White stag (6-9)

Middle and Upper Grades (Continued)

Author	Title
Seton, Ernest T.	Wild animals I have known (5-9)
Sewell, Anna	Black Beauty (4-6)
Shannon, Monica	Dobry (5-8)
Shapiro, Irwin	Tall tales of America (5-8)
Singh, Reginald	Gift of the forest (5-8)
Smith, Agnes	An edge of the forest (6-9)
Snedeker, Caroline D.	Downright Dencey (6-9)
Sorenson, Virginia	Miracles on Maple Hill (5-7)
Speare, Elizabeth	Calico Captive (7-9)
	Witch of Blackbird Pond (7-9)
Spencer, Cornelia	The land of the Chinese people (7-9)
Sperry, Armstrong	Call it courage (5-8)
	Danger to windward (7-9)
	The voyages of Christopher Columbus (5-8)
Spykman, E. C.	Terrible, horrible Edie (5-8)
Spyrie, Johanna	Heidi (4-6)
Steel, Flora A.	English fairy tales (Arthur Rackham, il.) (4-
Steffens, Lincoln	Boy on horseback (6-9)
Stevenson, Robert L.	Black arrow (7-9)
	Child's garden of verses (4)
	David Balfour (7-9)
	Kidnapped (7-9)
	Treasure Island (7-9)
Stolz, Mary Slatter	A dog on Barkham Street (4-6)
	The organdy cupcakes (7-9)
Sutcliffe, Rosemary	The lantern bearers (A novel about Britain in the 5th Century) (7-9)
	The silver branch (7-9)
	Warrior scarlet (7-9)

Middle and Upper Grades (Continued)

Author	Title
Swift, Jonathan	Gulliver's travels (7-9)
Tappan, Eva March	The story of the Greek people (5-7)
	When knights were bold (6-9)
Thackeray, William	The rose and the ring (4-7)
Thurber, James	Many moons (4-5)
Tolkien, J. R. R.	The Hobbit (4-7)
Travers, Pamela L.	Mary Poppins (4-7)
Undset, Sigrid (ed.)	True and untrue and other Norse tales (4-7)
Untermeyer, Louis (ed.)	The golden treasury of poetry
	This singing world (5-9)
Van der Loeff, A. Rutgers	Avalanche (6-8)
Vance, Marguerite	Lady Jane Grey, reluctant queen (7-9)
Van Loon, Hendrik W.	The story of mankind (7-9)
Verne, Jules	Around the world in eighty days (7-9)
	A journey to the centre of the earth (7-9)
	The mysterious island (7-9)
	Twenty thousand leagues under the sea (7-9)
Waldeck, Theodore	Jamba, the elephant (7-9)
	The white panther (7-9)
Wheeler, Opal	Mozart: the wonder boy (4-6)
	Stephen Foster (4-6)
White, Anne T.	The golden treasury of myths and legends (6-9)
	Lost worlds (6-9)
White, E. B.	Charlotte's web (4-6)
Wibberley, Leonard	John Treegate's musket (6-9)
	Peter Treegate's war (6-9)
Wiese, Kurt	You can write Chinese

Middle and Upper Grades (Continued)

Author	Title
Wiggin, Kate Douglas	The Birds' Christmas Carol (4-6)
	The fairy ring (4-6)
	Rebecca of Sunnybrook Farm (6-9)
Wilde, Oscar	The happy prince (6-8)
Wilder, Laura Ingalls	By the shores of Silver Lake (5-7)
	Little house in the big woods (4-6)
	The long winter (5-8)
Wright, Wendell W.	The rainbow dictionary (2-5)
Wyss, Johann D.	The Swiss Family Robinson (5-8)
Yates, Elizabeth	Amos Fortune, free man (7-9)
	Mountain born (5-7)
	Prudence Crandall, woman of courage (7-9)

BOOKS RECOMMENDED FOR GRADES 4-7

International Reading Association - 1962

Author	Title
Agle, Nan Hayden	Makon and the dauphin
Allen, Hazel	Up from the sea came an island
American heritage junior library series; 4 titles	Cowboys and cattle country Pilgrims and Plymouth colony Steamboats on the Mississippi Texas and the War with Mexico
Anckarsvard, Karin	Madcap mystery; transl by Annabelle MacMillan
Andersen, Hans	Fairy tales; transl by L. W. Kingsland
Arundel, Jocelyn	Mighty Mo
Bakeless, John	The adventures of Lewis and Clark
Bard, Mary	Best friends at school
Beatty, Patricia	Bonanza girl
Bell, Thelma Harrington	The two worlds of Davy Blount
Bendick, Jeanne and Levin, Marcia	Take a number
Best, Herbert	Desmond, the dog detective; the case of the lone stranger
Bethers, Ray	Ships of adventure
Biesterveld, Betty	Run, Reddy, run
Bishop, Claire Huchet	A present from Petros
Boden, Hilda	Faraway farm Marlows at Castle cliff
Boston, L. M.	A stranger at Green Knowe
Bothwell, Jean	The mystery cargo
Bradley, Duane	Mystery at the shoals
Bragdon, Lillian J.	It's fun to speak French

Books Recommended for Grades 4-7 (Continued)

Author	Title
Brentano, Clemens	The tale of Gockel, Hinkel and Gackeliah; transl from the German by Doris Orgel
Brock, Emma L.	The plaid cow
Brown, Regina	Little Brother
Brown, Vinson	How to explore the secret worlds of nature
Budney, Blossom and Mannheim, Grete	My pony, Joker
Buehr, Walter	The Spanish Armada
Bulla, Clyde Robert	Benito The sugar pear tree Three-dollar mule
Burns, Paul C. and Hines, Ruth	To be a pioneer
Caldwell, John C.	Let's visit Colombia Let's visit Peru
Cathon, Laura E. and Schmidt, Thusnelda	(comps.) Perhaps and perchance; tales of nature
Ceder, Georgiana Dorcas	Winter without salt
Chenault, Nell	Parsifal rides the time wave
Cheney, Cora and Partridge, Ben	Rendezvous in Singapore
Chinese fairy tales	Chinese fairy tales; transl by Marie Ponsot
Christopher, Matt	Challenge at second base
Cleary, Beverly	Emily's runaway imagination
Cleveland, Libra Jan	High country Pacific shores
Coatsworth, Elizabeth	The noble doll

Books Recommended for Grades 4-7 (Continued)

Authors	Title
Cobble, Alice D.	Wembi, the singer of stories
Collins, Ruth	Krishna and the white elephant
Courlander, Harold	Ashanti folk tales from Ghana
Dahl, Roald	James and the giant peach
Davis, Verne T.	The time of the wolves
De Camp, Rose	Here, Duke! the adventures of an Irish setter
DeJong, Meindert	Nobody plays with a cabbage
Denneborg, H. M.	The only horse for Jan
Dolson, Hildegarde	William Penn, Quaker hero
Eberle, Irmengarde	Grasses
Elting, Mary	The helicopter mystery
Enchanted princess and other fairy tales	Enchanted princess and other fairy tales
Epstein, Edna	The first book of the United Nations
Ericsson, Mary Kentra	About glasses for Gladys
Estep, Irene	Good times with maps
Evans, Edna Hoffman	Written with fire; the story of cattle brands
Fadiman, Clifton	The story of young King Arthur
Farb, Peter	The story of dams; an introduction to hydrology
Farmer, Penelope	The summer birds
Favorite fairy tales told in Ireland	Favorite fairy tales told in Ireland; retold by Virginia Haviland
Favorite fairy tales told in Norway	Favorite fairy tales told in Norway; retold by Virginia Haviland

Books recommended for Grades 4-7 (Continued)

Author	Title
Favorite fairy tales told in Russia	Favorite fairy tales told in Russia; retold by Virginia Haviland
Fleischman, Sid	Mr. Mysterious and company
Folsom, Franklin	Indian mummy mystery Mystery at Rustlers'
Fox, Mary Virginia	Ambush at Fort Dearborn
Frazier, Neta Lohnes	One long picnic
Freeman, Mae and Freeman, Ira	The story of electricity
Gee, Maurine H.	Jeff and the river
Gipson, Fred	Old Yeller Savage Sam
Golden treasury of wonderful fairy tales	Golden treasury of wonderful fairy tales
Goudey, Alice E.	Here come the dolphins
Green, Robert James	Hawk of the Nile
Griffin, Ella	Getting to know Unesco; how United Nations crusaders fight ignorance
Gringhuis, Dirk	The big dig; a frontier fort comes to life The big hunt; a museum exhibit comes to life
Grossman, Adrienne and Beardwood, Valerie	Trails of his own; the story of John Muir and his fight to save our national parks
Guy, Anne Welsh	One dozen Brownies William
Hall, Gordon Langley	Peter Jumping Horse
Hamori, Laszlo	Dangerous journey; transl. by Annabelle Macmillan
Hays, Wilma Pitchford	The Hawaiian way

Books recommended for Grades 4-7 (Continued)

Author	Title
Hi neighbor, book 4	Hi neighbor, book 4: stories, songs, facts and fun from India, Guinea, Mexico, Iran, Poland
Hodges, Margaret	A club against Keats
Hoffine, Lyla	The eagle feather price
Hogan, Inez	Twin otters and the Indians
Hope-Simpson, Jacynth	The great fire
Hopp, Zinken	The magic chalk
Humme, Ruth Fox	Great men of medicine
Hunt, Mabel Leigh	Cupola house
India's tales and legends	India's tales and legends; retold by J. E. B. Gray
Japanese fairy tales	Japanese fairy tales; transl by Mildred Marmur
Johnson, Gerald W.	The presidency
Joy, Charles R.	Getting to know Tanganyika
Kramer, Nora	(ed.) The Grandma Moses storybook
Ladd, Elizabeth	Meg of Heron's neck
Lane, Neola Tracy	Get along, mules
Lauber, Patricia	The story of numbers
Leaf, Munro	El cuento de Ferdinando; transl in English by Pura Belpré
Liers, Emil E.	A black bear's story
Lindgren, Astrid	Mischievous Meg
Lipkind, William	Days to remember; an almanac
Loken, Anna Belle	No hurdle too high

Books recommended for grades 4-7 (Continued)

Author	Title
Lord, Beman	Guards for Matt Look at cars
Margolis, Ellen	Idy, the fox-chasing cow and other stories
Marokvia, Mireille and Marokvia, Artur	Grococo, a French crow
Marsh, Jessie Brown	The new little fuzzy green worm
Marsh, Roy Simpson	Kang
May, Charles Paul	A book of Canadian animals
Mayne, William	The glass ball
Meadowcroft, Enid La Monte	Holding the fort with Daniel Boone Land of the free
Miller, Albert G.	Fury and the white mare
More once-upon-a-time stories	More once-upon-a-time stories; retold by Rose Dobbs
Nic Leodhas, Sorche	Heather and broom; tales of the Scottish highlands
Nolan, Paul T.	Round-the-world plays for young people; a collection of royalty-free, one-act plays about lands far and near
Norton, Mary	The borrowers aloft
Offit, Sidney	Cadet quarter-back
Ormsby, Virginia H.	Long lonesome train whistle
Otto, Margaret G.	Mr. Kipling's elephant
Pedersen, Elsa	Alaska harvest
Perrin, Blanche C.	Thudding Hoofs
Picard, Barbara L.	The lady of the linden tree

Books recommended for Grades 4-7 (Continued)

Author	Title
Pilkington, Roger	Nepomuk of the river
Place, Marian T.	The copper kings of Montana
Podendorf, Illa	Discovering science on your own
Polland, Madeleine	Beorn, the proud Children of the Red King
Poole, Lynn and Poole, Gray	Danger! icebergs ahead!
Pumphrey, Margaret	Pilgrim stories
Rich, Louise Dickinson	The first book of the Vikings
Rounds, Glen	Wild orphan
Russell, Solveig Paulson	About fruit Sugaring time
Russian fairy tales	Russian fairy tales; transl by Marie Ponsot
Savory, Phyllis	Congo fireside tales Zulu fireside tales
Scott, Paul and Scott, Beryl	Eliza and the Indian war pony
Shannon, Terry	A dog team for Ongluk
Sherlock, Philip M.	Three Finger Jack's treasure
Shields, Rita	Cecelia's locket Norah and the cable car
Sleeping beauty	Sleeping beauty; adpt. and il. by Warren Chappell
Smith, E. Brooks and Meredith, Robert (eds.)	Pilgrim courage
Sobol, Donald J.	The Wright brothers at Kitty Hawk
Stamm, Claus	Three strong women; a tall tale from Japan

BOOKS RECOMMENDED FOR GRADES 8-12

International Reading Association - 1962

Author	Title
Alderman, Clifford Lindsey	Samuel Adams, son of liberty
Aramilev, Ivan	Beyond the Ural mountains; transl.and adpt.by Michael Heron
Archibald, Joe	Crazy Legs McBain Shortstop on wheels
Asimov, Isaac	Realm of algebra
Baker, Ruth K. and Horlacher, Jack L.	Who walk by threes
Ball, Zachary	Bristle face
Barnes, Margaret Campbell	The king's bed
Baudouy, Michel-Aime	More than courage; transl by Marie Ponsot
Baumann, Hans	I marched with Hannibal; transl by Katharine Potts
Beebe, B. F.	Run, light Buck, run!
Bell, Joseph N.	Seven into space; the story of the Mercury astronauts
Bergaust, Erik	Birth of a rocket Our new Navy
Berger, Melvin and Clark, Frank	Science and music; from tom-tom to hi-fi
Beyer, Audrey White	The sapphire pendant
Beyond the high hills	Beyond the high hills; a book of Eskimo poems
Bolton, Carole	The Callahan girls
Bonzon, Paul-Jacques	The orphans of Simitra; transl from the French by Thelma Niklaus
Borden, Charles A.	South Sea islands
Buchanan, William	Dr. Anger's island

Books recommended for grades 8-12 (Continued)

Author	Title
Buck, Pearl S.	Fourteen stories
Bulla, Clyde Robert	The ring and the fire; stories from Wagner's Nibelung operas
Burnford, Sheila	The incredible journey
Campion, Nardi Reeder	Patrick Henry, firebrand of the Revolution
Castillo, Edmund L.	All about the U.S. navy
Cavanna, Betty	Fancy free
Chute, Marchette	Jesus of Israel
Colman, Hilda	The girl from Puerto Rico
Commins, Dorothy Berliner	All about the symphony orchestra and what it plays
Cook, Lyn	The road to Kip's cove
Coolidge, Olivia	Caesar's Gallic war
Corbett, Scott	Danger point; the wreck of the Birkenhead
Davis, Russell	Marine at war
Dewey, Anne Perkins	Robert Goddard, space pioneer
Dias, Earl J.	One-act plays for teen-agers
Dillon, Ellis	The Fort of Gold
Dodd, A. H.	Life in Elizabethan England
Edwards, Jane	What happened to Amy?
Ehrlich, Eugene H.	How to study better and get higher marks
Elting, Mary and Folsom, Franklin	The story of archeology in the Americas
Emery, Anne	Dinny Gordon, sophomore
Evans, I. O.	Inventors of the world

Books Recommended for Grades 8-12 (Continued)

Author	Title
Falls, C. B.	The first 3000 years
Farjeon, Eleanor	Martin Pippin in the apple orchard
Ferguson, Robert D.	Fur trader; the story of Alexander Henry
Fleming, Alice	A son of liberty
Floherty, John J. and McGrady, Mike	Skin-diving adventures
Folger Shakespeare library, 17 titles	Folger Shakespeare library, 17 titles
Forsee, Aylesa	My love and I together; the stories of six famous marriages
Frazee, Steve	Year of the big snow
Fribourg, Marjorie G.	Ports of entry, U.S.A.
Fuller, Lois Hamilton	Keo the cave boy
Garrison, Roger H.	The adventure of learning in college; an undergraduate guide to productive study
Green, Robert James	Patriot silver
Green, William	The observer's world aircraft directory
Hall, Gordon Langley	The two lives of Baby Doe
Hamre, Leif	Perilous wings; transl by Evelyn Ramsden
Henricksen, Hild	Sea Hawk calling! transl.by Holger Lundbergh
Hiser, Iona Seibert	From scales to fancy feathers
Hoff, Rhoda	Why they wrote; Dickens, Thoreau, Flaubert, Clemens, Stevenson
Holt, Stephen	The ranch beyond the mountains
Hornblow, Leonora	Cleopatra of Egypt
Hughes, Richard	The fox in the attic

Books recommended for grades 8-12 (Continued)

Author	Title
Jablonski, Edward	George Gershwin
Jenkins, Elizabeth	Elizabeth and Leicester
Johnson, Annabel and Johnson, Edgar	Pickpocket run
Johnson, Elizabeth Harrover	Almost cousins
Johnson, James Ralph	Anyone can live off the land
Kaufmann, Herbert	Adventure in the desert The lost Sahara trail
Kennedy, John F.	To turn the tide
Kirchgessner, Maria	High challenge, translated by Joyce Emerson
Knight, Frank	The last of Lallow's
Krythe, Maymie R.	All about American holidays
Kutner, Nanette	The white house saga
Lauritzen, Jonreed	The legend of Billy Bluesage
Leach, Maria	Noodles, Nitwits, and numskulls The Rainbow book of American folk tales and legends
Leaf, Munro	Ferdinandus taurus; translated into Latin by Elizabeth Hadas
Leavitt, Jerome E.	America and its Indians
Lewiton, Nina	Elizabeth and the young stranger
Loomis, Robert D.	Great American fighter pilots of World War II
McCoy, Paul S.	Modern comedies for teen-agers
McGrady, Mike	Crime scientists
Malvern, Gladys	So great a love
Manley, Seon and Lewis, Gogo (Eds.)	Teen-age treasury of our science world

Books Recommended for Grades 8-12 (Continued)

Author	Title
Manning-Sanders, Ruth (Comp.)	A bundle of ballads
Marshack, Alexander	The world in space; the story of the International geophysical year
May, Julian	There's adventure in astronautics There's adventure in automobiles There's adventure in chemistry There's adventure in rockets
Mayer, Josephine and Prideaux, Tom (comps.)	Never to die; the Egyptians in their own words
Meader, Stephen W.	Snow on Blueberry mountain
Mehdevi, Anne Sinclair	The leather hand
Mercier, Andre	Our friend Yambo; transl.by Mervyn Savill
Meyer, Edith Patterson	Pirate queen
Millay, Edna St.Vincent	Poems; selected for young people
Mills, Lois	So young a queen
Minier, Nelson	The lady in the jungle; the story of Mary Kingsley in Africa
Morrison, Strang	The Monach light
Mowat, Farley	Owls in the family
Murray, Don	Man against earth
Murray, John	Modern monologues for young people
Newell, Virginia	His own good daughter
O'Connor, Patrick	Treasure at twenty fathoms
Ogilvie, Elisabeth	Becky's island
Olson, Gene	Sacramento gold

Books Recommended for Grades 8-12 (Continued)

Author	Title
Parker, Elinor (Comp.)	100 story poems
Peterson, Harold L.	A history of firearms
Picard, Barbara Leonie	The tower and the traitors
Pilgrim, Anne	The first time I saw Paris
Pilkington, Cynthia	Elephant over the alps
Poole, Lynn and Poole, Gray	Weird and wonderful ants
Price, Willard	Incredible Africa
Quaife, Milo M. and others	The history of the United States flag
Rachlis, Eugene	The story of the U.S. coast guard
Randall, Ruth Painter	I Varina
Riedman, Sarah R.	Masters of the scalpel
Ritchie, C. T.	The first Canadian
Roberts, Mary D.	The trailmakers
Savage, Katharine	The story of Africa, south of the Sahara
Savery, Constance	The reb and the redcoats
Savitt, Sam	Around the world with horses
Selsam, Millicent E.	The language of animals
Shirer, William L.	The rise and fall of Adolf Hitler
Siegmeister, Elie	Invitation to music
Simpson, Dorothy	New horizons
Smaridge, Norah	Looking at you
Sootin, Harry	Robert Boyle; founder of modern chemistry

Books Recommended for Grades 8-12 (Continued)

Author	Title
Speare, Elizabeth George	The bronze bow
Spencer, Cornelia	Claim to freedom
Sutcliff, Rosemary	Dawn wind
Sutton, Shaun	Queen's champion
Swift, Hildegarde Hoyt	From the eagle's wing
Tompkins, Walker A.	DX brings danger
Tregaskis, Richard	John F. Kennedy and PT-109
Tucker, Ernest E.	The story of knights and armor
Virgil	The Aeneid; retold by N. B. Taylor
Waite, Helen Elmira	Make a joyful sound
Webb, Christopher	The river of Pee Dee Jack
Wellman, Manly Wade	Battle for King's mountain Rifles at Ramsour's mill
West, Fred	Breaking the language barrier
Wibberley, Leonard	Zebulon Pike, soldier and explorer
Yates, Elizabeth	The next fine day

BOOKS RECOMMENDED FOR ALL AGES

International Reading Association - 1962

Author	Title
Ayre, Robert	Sketco the Raven
Berton, Pierre	The secret world of Og
Chaucer, Geoffrey	The Canterbury tales
Ciardi, John	The man who sang the sillies
De la Mare, Walter	Peacock pie Stories from the Bible The magic jacket
Gannett, Lewis (Comp. and ed.)	The family book of verse
Kuwabara, Minoru and others	Cut and paste
Love, Katherine (Comp.)	A little laughter
Milne, A. A.	Winnie-the-Pooh
Nash, Ogden (Comp. and ed.)	Everybody ought to know
Ota, Koshi and others	Printing for fun
Plays	Plays; the drama magazine for young people
Samstag, Nicholas	Kay-Kay comes home
Steegmuller, Francis	Le hibou et la poussiquette; freely translated into French from the English of Edward Lear's The owl and the pussy-cat
Tolkien, J. R. R.	Farmer Giles
Untermeyer, Louis (Comp.)	The golden treasury of poetry

SCIENCE

Author	Title
Adler	Fire in Your Life
	Hot and Cold
	Man-made Moons (M. & U.G. - See note at end)
	Sun and Its Family
	Time in Your Life
	Tools in Your Life
Andrews	All About Dinosaurs
Asimov	The Clock We Live On (M. & U.G.)
Baer	Sound: An Experiment Book
Baker	Introducing the Constellations
Barker	Winter-Sleeping Wild Life
Barr	Research Ideas for Young Scientists
Barrow	Your World in Motion
Batchelor	Communication: From Cave Writing to Television
Bate	Who Built the Highway
Bauer	Water: Riches or Ruin
Bechdolt	Going Up
Beebe	Half Mile Down (M. & U.G.)
Beeler	Experiments in Optical Illusion
	Experiments in Science
	Experiments with Atomics
	Experiments with Electricity
	Experiments with Light
	More Experiments in Science
Bendick	First Book of Space Travel
	How Much or How Many
	Television Works Like This
Bevans	Book of Reptiles and Amphibians
Bischof	Atoms at Work

Science (Continued)

Author	Title
Black	Busy Water
Blough	Lookout for the Forest
Boardman	Roads
Bolton	Famous Men of Science
Branley	A Book of Moon Rockets for You Book of Satellites Mickey's Magnet Nine Planets Solar Energy
Brindze	Gulf Stream Story of Our Calendar
Britton	What Makes It Tick?
Brown	How to Make a Miniature Zoo
Buehr	Harvest of the Sea Oil, Today's Black Magic Underground Riches
Bullough	Introducing Animals
Carson	The Sea Around Us
Cavanna	First Book of Sea Shells
Chrystie	Pets
Conklin	I Like Caterpillars
Cooke	How Atomic Submarines Are Made How Superhighways Are Made
Cooper	Science in Your Own Backyard Twenty Modern Americans
Cosgrove	The Wonders Inside You
Cothren	Buried Treasure This Is the Moon
Crouse	Understanding Science

Science (Continued)

Author	Title
Darby	What Is a Frog
Dickinson	First Book of Plants
Disney	The Living Desert
Ditmars	Snakes of the World
	Reptiles of the World
	Fieldbook of North American Snakes
Dudley	Sea Shells
Earle	Paws, Hoofs and Flippers
	Mice at Home and Afield
Eberle	Modern Medical Discoveries
	Hop, Skip and Fly
	Basketful, the Story of Our Foods
Edel	Story of Our Ancestors
Elting	Lollypop Factory
	Machines at Work
Epstein	First Book of Electricity
	First Book of Glass
	First Book of Maps and Globes
Evans	Adventure Book of Rocks
	People Are Important
Fenton	Earth's Adventures
	Life Long Ago
	Our Changing Weather
	Worlds in the Sky
Fisher	The Wonderful World of the Sea
Forrester	Real Book about the Weather
Forsee	Louis Agassiz
Fox	From Bones to Bodies: A Story of Paleontology
Freeman	All About the Wonders of Chemistry
	The Sun, the Moon, and the Stars

Science (Continued)

Author	Title
Frost	Let's Look at the Stars
Gallant	Exploring Chemistry Exploring Mars Exploring the Moon Exploring the Planets Exploring the Weather
Gaer	Everybody's Weather
Galt	Volcano
Geis	Dinosaurs
Geralton	Story of Sound
Glemser	All About the Human Body
Goetz	Tropical Rain Forests
Goodwin	Science Book of Space Travel
Goudey	Here Come the Seals!
Gould	All About Radio and Television
Green	Water, Our Most Valuable Natural Resource
Gruenberg	The Wonderful Story of You
Hamilton	First Book of Caves
Hausman	Beginner's Guide to Seashore Life The Illustrated Book of the Sea
Heuer	Wonders of the Heavens
Hinshaw	The True Book of Your Body and You
Hinton	Exploring Under the Sea
Hogben	Wonderful World of Energy Wonderful World of Mathematics
Hogner	Earthworms The Horse Family
Hoke	First Book of Photography

Science (Continued)

Author	Title
Huey	What Makes the Wheels Go Round
Hutchins	Insect Builders and Craftsmen (M. & U.G.)
Hutchinson	A Child's Book of Sea Shells
Hyde	Atoms Today and Tomorrow
Irwin	The Romance of Chemistry: From Ancient Alchemy to Nuclear Fission (M. & U.G.)
Jensen	My Hobby Is Collecting Rocks and Minerals
Jupo	Adventure of Light Read All About It!
Kane	Tale of the Promethea Moth
Kettelhamp	Magic of Sound
Kirkus	First Book of Gardening
Knight	Rockets and Missiles
Lane	All About the Flowering World
Larsen	Transistors Work Like This
Latham	Medals for Morse
Lauber	Dust Bowl
Lavine	Wonders of the Hive
Leaf	Science Can Be Fun
Lemmon	All About Strange Beasts of the Present
Lewellen	Birds and Planes, How They Fly Helicopters, How They Work The True Book of Toys at Work Understanding Electronics
Lewis	First Book of Microbes
Ley	Space Stations

Science (Continued)

Author	Title
Lucas	Earth Changes
	Man's First Million Years
Ludovici	The World of the Microscope (M. & U.G.)
McClung	Sphinx
Malkus	Story of Louis Pasteur
Mason	Animal Weapons
Meyer	Machines
	Picture Book of Chemistry
	Picture Book of Molecules and Atoms
Miner	The True Book of Plants We Know
Montgomery	Story Behind Great Medical Discoveries
Moore	Friendly Forests
Morgan	Aquarium Book for Boys and Girls
	Boy's Book of Engines, Motors and Turbines
	First Chemistry Book for Boys and Girls
	Boys' First Book of Radio and Electronics
	First Electrical Book for Boys
	Boys' Second Book of Radio and Electronics
	Things a Boy Can Do with Electricity
Morrow	See Up the Mountain
Neely	The Stars by Clock and Fist
Norling	First Book of Water
Norman	First Book of Music
North	Young Thomas Edison
Olds	Deep Treasure
Peattie	The Rainbow Book of Nature
Peet	How Things Work
Perry	Our Wonderful Eyes

Science (Continued)

Author	Title
Pope	Reptiles Round the World
Popular Mechanics	Boy Mechanic
Ravielli	Wonders of the Human Body
Reed	Earth for Sam
	Patterns in the Sky
Reidman	Story of Microbes
	Let's Take a Trip to a Fishery
	Water for People
	Your Blood and You
Reinfeld	Treasures of the Earth
Rojankovsky	The Great Big Wild Animal Book
Sandman	Who's Afraid of Thunder
Scheele	Ancient Elephants
	The Cave Hunters (Story of Neanderthal and Cro-Magnon Man) (M. & U.G.)
Scheik	First Book of Food
Scheinfeld	Why You Are You
Schneider	Everyday Machines and How They Work
	Everyday Weather and How It Works
	How Big Is Big?
	How Your Body Works
	Let's Look Inside Your House
	Let's Look Under the City
	More Power to You
	Now Try This
	Plants in the City
	You Among the Stars
	You and Your Senses
	Your Telephone and How It Works
	Wings in Your Future
Schwartz	It's Fun to Know Why
	Through the Magni-flying Glass

Science (Continued)

Author	Title
Selsam	Plants We Eat
	Play with Leaves and Flowers
	Play with Seeds
	See Through the Jungle
Sevrey	First Book of the Earth
Shippen	Men of Medicine
	Mr. Bell Invents the Telephone
Skilling	Sun, Moon, and Stars
Smith	First Book of Conservation
Sootin	Michael Faraday
Spilhaus	Weathercraft
Stefferud	Wonders of Seeds
Sterling	Creatures of the Night
Stoddard	First Book of Television
Strain	Being Born
Sutherland	Magic Bullets
Tatham	First Book of Trains
	First Book of Trucks
Walsh	Water, Water Everywhere
White	First Men in the World
	Prehistoric America
Williams	Dipper Full of Stars
Williamson	First Book of Mammals
Wyler	First Book of Science Experiments
	Story of the Ice Age
	What Makes It Go?
Yates	Boy and a Battery
	Boy and a Motor

Science (Continued)

Author	Title
Zaffo	The Big Book of Real Building and Wrecking Machines
Zim	Comets
	Golden Hamsters
	Parakeets
	Shooting Stars
	Stars (Library Edition)
	Sun
	What's Inside of Engines
	What's Inside of Me?
	Your Food and You
	Zoology (Library Edition)
Zolotow	The Storm Book

Many more books on science are listed in the County Library catalogue.

* Note: Books marked M. & U.G. were taken from a list of books recommended for the middle and upper grades.

Refer to catalogues of the American Library Association for lists of other good books on all levels.

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A SELECTED BIBLIOGRAPHY ON THE GIFTED

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